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ABSTRACT

The Major Project in the Field of Education stresses renewed and intensive efforts by Latin American and Caribbean Island countries to provide the resources and training necessary to meet basic education needs by the year 2000. This document examines project achievements, innovations, and problems through 1986 in the areas of rural education, adult education, bilingual education, and teacher training. Arvelio Garcia discusses the changes and expansion of rural education and literacy programs in "Experiences of Educational Innovations: Cuba, Ecuador, Nicaragua, Costa Rica." In "Progress in Bilingual Education in Costa Rica during 1986," Massimo Amadio and Guillermo Segura describe efforts to promote education appropriate to Costa Rica's linguistic and cultural characteristics. Jose Rivero, in "Adult Education in Latin America: Requirements and Strategies for the Training of Staff," discusses: (1) the current status of adult education; (2) crisis policies and strategies; and (3) teacher training, while Felix Chaparro describes "Alternatives in Basic Education for Adults." The concepts of appropriation, control, resistance, negotiation, and reproduction in relation to primary schools are considered by Justa Ezpeleta in "School and Teachers: Half-Way between Hypothesis and Deductions." A list of UNESCO Latin American and Caribbean region activities, meetings, and workshops is included. (JHP)

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bulletin

THE MAJOR PROJECT IN THE FIELD OF EDUCATION
In The Latin American and Caribbean Region

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The Major Project in the Field of Education in Latin America and the Caribbean has resulted from a consensus on the part of government representatives of the countries of the region concerning the necessity for a renewed, intensive and sustained effort to make good deficiencies and to meet unsatisfied basic educational needs between now and the year 2000, as a prerequisite for the development of those countries in line with objectives shared by all. In carrying out the necessary activities, each country's own efforts are to be seconded by inter-country, subregional, regional and international co-operation.

THE MAYOR PROYECT IN THE FIELD OF EDUCATION

In Latin America and the Caribbean

SUMMARY

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PRESENTATION

The publication of this special isssue of the Bulletin of the Major Project in the Field of Education in Latin America and the Caribbean coincides with the second meeting of the Regional Intergovernmental Committee of the Major Project, and with the VI Conference of Ministers of Education and Ministers Responsible for Economic Planning in Member States in Latin America and the Caribbean which are being held in Bogotá (Colombia) between March 24 and April 4.

The importance of these meetings in the development of the Major Project and in the definition of strategies to guide education policies over the coming years is clear. Justifiably, there are great hopes for the results of these meetings, both in relation to the National Plans of Action and the regional Plan and its priorities for the next two years.

The end of the century is approaching rapidly, and the possibilities of achieving the objectives of the Major Project in the period specified depends to a great extent on the progress made in the coming years. In this sense, while conditions -and particularly economic conditions- are very difficult, one can sense a strong consensus over the need to make the objectives of the Mayor Project into national priorities which can be achieved relatively independently of the present financial restrictions.

As well as the general consensus on the objectives of the Mayor Project, there is also a significant store of resources, experience and knowledge which could already be recorded as one of the main contributions made by the Major Project. This issue of the Bulletin provides telling evidence of this progress. The five documents included in this publication look at experiences, problems and innovations in various of the fields of action prioritized by the Project: rural education, adult education, bi-

lingual education and the problem of native populations, and the training of teachers both for primary schools and for literacy work.

We are sure that the publication of these texts will contribute not just to improving understanding of these problems but also to the strengthening of ties of regional and horizontal co-operation.

EXPERIENCES OF EDUCATIONAL INNOVATIONS: Cuba, Ecuador, Nicaragua, Costa Rica.

Arvello García.

In 1985 the Regional Education Office for Latin America and the Caribbean (OREALC) and the UNESCO Primary Education and Literacy Division included in their annual programme the carrying out of case studies on innovative experiences which have overcome the existing obstacles for the generalization of basic education and literacy in rural populations in several countries in the Region. The basic research for each case was undertaken in coordination with education authorities and institutions from four countries. These are: The Central Institute of Pedagogic Sciences of the Ministry of Education, Cuba; the Cooperative of Radio Education (COPEICER) in Costa Rica; the Centre of Research, Planning and Educational Technology (CIPTE) in Ecuador; and the National Office of Educational Planning in Nicaragua.

In order to cooperate with these institutions, a methodology or conceptual framework was prepared. This was given to the people who carried out the work in order to facilitate the research and data collection related to innovatory experiences. Though this exercise suffered from certain limitations, the results set out in each survey offer information about the possibilities and particularies of the strategies used, the limitations and obstacles overcome and the new problems generated by the educational changes; they also give information about modalities and particularities in each process of change or educational renovation and its close connection with the social, political and cultural context, the needs of economic development and the particular educational conditions prevailing.

The present work is a synthesis of the very many contributions made to each case survey since it is not possible to include the whole work. It is a question of emphasizing those innovations considered relevant by the authors both for their dimensions, features and characteristics and for the impacts and results obtained.

I. EDUCATIONAL INNOVATIONS FOR THE GENERALIZATION AND IMPROVEMENT OF BASIC EDUCATION IN RURAL AREAS AND ESPECIALLY IN MOUNTAIN AREAS IN THE REPUBLIC OF CUBA.

Doctora Lidia Turner Martí from the Central Institute of Pedagogic Sciences and author of the survey, presents the Cuban innovative experiences aimed at raising the quality of education for children and adults in rural areas and particularly in mountain areas from 1959.

The author says: "The political and socio-economic conditions prevailing during the first half of the century are determinant factors in the low development of state schools, which furthermore were subsidized by the State with scarce funding which on different occasions was the object of squandering, greed and embezzlement by many governments. Rural schools did not respond to the needs of

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Arvello García: Specialist on rural education, OREALC, Regional Education Office for Latin America and Caribbean, Santiago, Chile

peasant populations and remained in a more pitiful situation than urban state schools, resulting in: more than 600,000 children without primary schools, especially in rural areas, a million illiterate persons and hundreds of thousands of semi-literate or under-schooled persons; ten thousand unemployed teachers and an educative system favouring mainly the urban population, without any connection between the various different kinds and levels of teaching".

When describing the obstacles and effects that have faced the development of rural education, the author points out the following:

Geographic: "In the country there are mountainous massifs, in the East (Sierra Maestra), in the Centre (Sierra del Escambray) and in the West (Sierra de los Organos), they are covered by abundant vegetation and they lack roads and bridges; doubtless, long ago this obstacle limited the relationship of the mountain man with urban areas and it produced a natural isolation of children and inhabitants of those places".

Economic: "At the beginning of this century the mountains were underpopulated; vast land extensions were colonized, huge woods combined with fundamental human work in those coffee plantations which were encouraged by the French settlers who emigrated from Haiti at the end of the 18th Century. The mountain economy was initially forest and coffee-growing, with a limited cultivation of fruit for the consumption of the few inhabitants...

"American intervention at the beginning of the century, led to the occupation of the best lands by Cuban and foreign landowners to grow sugar cane and raise cattle. This caused the plunder of the peasants who had to emigrate to the suburbs of the closest cities, or to the mountain highlands".

"Indiscriminate land seizure motivated these peasants to go into the mountainous areas where they subsisted in difficult situations due to lack of communications and commercial centres, and the absence of credits, money, hospitals and schools".

"Due to the lack of state attention and the abandonment of these areas development during the pseudorepublican period, the mountain inhabitants -more than any other population group in Cuba- suffered the consequences of illiteracy, lack of culture, unsanitary conditions and obscurantism".

Social: "There was great inequality in the population distribution in rural areas, with a higher density in those areas where small farms predominated and the lowest density in large estate areas with difficult access and poor links with larger centres".

"Towards 1959 rural population reached 2,500,000 inhabitants, that is 34% of the country's population. 0.8% had brick housing; 86.8% had neither bath nor shower; 85.5% used water from a well and 20% spring water; 92.7% did not have electric lighting; 3% of the housing was acceptable. 73% of rural houses were shacks with dirt floors similar to those of native people".

"The rural child, most of the time, lived isolated from society and from his equals. The education system did not pay attention to the physical, intellectual and spiritual development of children and youth in rural areas".

Education: "Schools in bad conditions, inadequate location, scarce or no consideration at all for aids. Teaching was limited to the more rudimentary areas of knowledge, with an eminently urban content".

Description of educational innovations

The survey describes the innovations in the educational field carried out in the country up till the present. The following can be pointed out:

a) Regarding the adoption of educational policies and measures. Extension of Education to the whole population.

-On 26th December 1959 the Integral Education Reform Law was promulgated. In accordance with this law, educational services were extended to every corner of the country, in the plains and in the mountains, thus introducing substantial changes in the system of education. Immediate results were the creation of 10,000 new schools, 80% of which were located in rural areas; the school register increased from 216,478 pupils to 458,233. Educational aids for the new schools were guaranteed and community participation in education and construction of the new life was increased.

-A literacy campaign was established which was essential in order to achieve one of the objectives of the new education, which was to provide access to science, technology and culture to the whole population.

-To organize this campaign the National Literacy Commission was created as a central institution, representing different popular sectors: a national coordination was in charge of organizational and liaison activities and Municipal Councils were responsible for obtaining human and material resources.

-In the preparatory stage one should note that: "The scientific research carried out in the country allowed the typical characteristics of illiterate people to be identified such as having a certain degree of culture as a result of social and work struggles, a single language and the lack of ethnic differences".

-The literacy campaign personnel was made up of 100,000 students, 13,016 workers and more than 34,772 teachers who -in the more remote places- combined the literacy work with peasants with productive participation in close collaboration with the community.

-Initiation of the Battle for the 6th grade (1962 - 1979)

This involved following up the newly literate persons and the training of workers for activities with the underschooled through regular courses. Similarly a new system of holding free examinations twice a year was established in order to cover demand for courses aiming at raising the technical qualifications of workers.

-Introduction of the Battle for the 9th grade (1979 - 1985).

This initiative proposed "that by 1985, more than half a million adults attend this level, given the overriding need for technically qualified workers".

-The Secondary School in the countryside: An innovation to generalize general secondary education.

"From the pedagogic and economic point of view it emerges as a reply to the increasing access of the adolescent and juvenile population to higher level studies in rural and urban areas. The new school as it is called in Cuba, combines study and work responding to the concept of education and formation being linked to productive and creative work. These centres take 500 pupils and allow 50% of them to attend courses in the morning while the other 50% take part in agricultural work. This policy of creating schools and pre-university institutes has benefited children from rural areas and especially from mountainous areas since the opportunities enabling them to carry on their intermediate studies are guaranteed by the system of boarding schools".

b) Educative innovations related to school planning and organization.

-From 1961 transformations have been made in the structure of rural education bodies: new staff were trained and basic educative materials were increased.

-Necessary conditions for learning were created; a better school organization, new curriculum and text books.

-Schools with multi-purpose classrooms were established; the number of grade schools was increased; boarding schools and rural schools were set up. In 1963 - 64 the mountain boarding and semi-boarding schools started, they are still in existence and they have transport for those pupils who live far away.

-The division in grades was established in multigrade schools which facilitated the teacher's work. These classrooms function with the 1st and 3rd grade in one session and the 2nd and 4th in another.

-In non-urban areas,and especially in mountain areas, the 5th and 6th grade function as rural schools. This concentration has allowed children's schooling and their subsequent continuation to the basic secondary level. They alternate general study with work according to their age; the school orchard is the main area of work.

-New schools in rural communities (1972 - 1984). Which were founded as a result of the organization of peasant production and their work is based on a combination of study, pupil activity and extraschool actions in the fields of sports, recreation, cultural and artistic expression and in close and participative relations with the community. The principles of research, follow -up and educative evaluation have produced good results. In the survey there is a broad description of the experience obtained in Escuela Octubre which, using this approach, by the end of 1979 managed to reduce underschooling rates and to graduate 94% of its pupils. This experience spread to other young rural villages.

-Creation of Popular Education Authorities.

These are institutions created by the Ministry of Education to favour popular participation and to encourage education. Their structure is as follows; A school council, municipal and sectional councils, regional councils, provincial councils and a national council. The school council in rural areas plays an important role in the community-school relation and in rural development aspects.

c) Innovative experiences in the formation and professionalization of primary teachers.

-Constitution of the Voluntary Teachers' Brigade to work in classrooms in the mountain areas (I,500 teachers), subsequently it became the "Frank Pais" Brigade and combined its work with study and training. Its members were also the leaders of the communities in which they worked. They were organized in mountain regional fronts and in 74 area units.

-Creation of Primary Teachers Colleges in Mountain Areas. The curriculum allowed teachers in the country's most mountainous areas to train spending part of their time in learning and the other in teaching practice. From I969 the Pedagogic Schools were created in each province including a period of teaching practice in rural schools for their students.

-Professionalism of the teacher is directly related to the systematic improvement of the quality of education, hence the systemstization of improvements is an appropiate mechanism.

In order to achieve these objectives several methods are used, including:

-Improvement courses organized by ISE (Institute for Educational Improvement).

-Regular courses for a degree in Education.

-Short 21-day summer courses at the end of each school year.

-Methodological planning in the school led by the teacher, head of grade or head of senior teaching depending on teaching levels. This is done weekly or fortnightly during the course and also for a week at the beginning of each school year.

d) Innovative experiences regarding the curriculum.

-From I975 a process of improvement of the national system of education was put into practice, this resulted in:

* The elaboration of a new curriculum for general education which is divided into twelve grades.

* New programmes, textbooks, work books and methodological orientations.

* The organization of the rural sector's structure, conditions being created for the change according the characteristics of the different areas.

* Rural schools operate according to four variants:

Variant I: Grade Schools.

Variant 2: Semigrade schools for the first primary cycle (Ist to 4th grades).

Variant 3: Schools for the second primary cycle (5th and 6th grades): teachers work in specialized areas in science and humanities subjects.

Variant4: This corresponds to the multigrade school with one teacher for several groups.

Nevertheless, the contents of the curriculum are the same and methodological adaptation are made to suit the characteristics of children living in isolated areas. The opportunity to continue in basic secondary schools in the countryside and to go on to higher studies is guranteed for the rural child.

Improvement of the quality of courses is provided for by means of new textbooks and programmes plus the teacher carrying out intensive methodological planning for his teaching.

Methodological planning constitutes a fundamental activity allowing the teacher to improve his work, facilitating programme analysis, methodological guidelines, selection of contents, time distribution, the preparation of teaching aids and the suitable use of textbooks and work books.

-Expansion of pre-school education or the preparation of children for school in every rural area.

During the school year I981 - 82 an experience of pre-school education in the Municipality of Palma Soriano in the East Province of Santiago de Cuba was started. This allowed to explore different methods of teaching and training groups of children (3 to 5 years old) to be explored for the purpose of using them later in other provinces -according to their potential - so that when children start first grade they have already received a minimun programme of preparatory activities. For this several methods were tried:

The first one uses the parents as educators of their children; every week the teachers give the parents general orientation about the teaching activities to be carried out and the methods to be used.

The second one uses teachers: a schoolteacher works directly with groups of children in two or three week sessions.

During the first year the initiative was used with 4 experimental groups.Several techniques were used throughout the experience which by the end of the second year achieved higher rates of perceptible development, maturity for learning, mental capability and abilities to carry out classroom work.

Today the experience has been generalized to a large number of Municipalities throughout the country.

The results of the educational innovations in generalizing and improving education in Cuba have benefited the rural areas of the country and particularly the mountainous areas. Among the results the following can be pointed out:

*Teaching has reached the most remote parts of the country.

* For the I984 - 85 school year the pre-school register in rural areas increased to I9,552 children and the primary register to 393,535 pupils this representing 31% of the country's total.

* Creation of I90 schools for secondary education and II2 pre-university institutes located in mountainous areas with an approximate register of I60,900 pupils and with a high admission of students from those regions.

* Creation of I2 specialized farming institutes where young peasants can be admitted to study. There are 4 farming institutes in mountainous areas with 3000 pupils.

* Peasant training is carried out by formal methods through farming Polytechnic Institutes and in a non-formal manner by means of courses sponsored by national institutions using the system of weekly meetings in the evening and at night.

* School backwardness, repetition and rural desertion have been decreased to minimum levels.

* Methods and experiences to increase the numbers of 6 year old children entering school have been organized.

* In mountainous areas teacher improvement was guaranteed with the creation of study courses for admission to a degree in Education.

* Contents and education methods in rural areas have been modified through the elaboration of plenning patterns for multigrade classrooms.

II. EDUCATIONAL INNOVATIONS TO GENERALIZE LITERACY AND BASIC EDUCATION AMONG THE SHUAR POPULATION OF THE ECUADORIAN AMAZON.

In the survey made by Doctor Leonardo Izurieta Ch. and Licentiate Ana Lucía Yáñez, director and specialist respectively of the Centre of Research, Planning and Educational Technology of Ecuador, an account is given of educational innovations applied to generalize education and literacy among the population of the country's east region.

The authors indicate that "today the Bicultural Radio System remains the sole educational experience which continues to be used in the Amazon Region of the Shuar population but for it to be developed it was necessary to study the previous innovations that had taken place within a framework of economic, political, religious and cultural conflicts.

The Shuar population is made up of 267,799 inhabitants, almost 50% of the province of Morona Santiago where they are settled, and they have dialectal and cultural relations with the Shiviars (2,000), Achaures (5,000), Wampis (3,000), and Awajum (22,000); these groups however have not come under the influence of the Shuar educational experience".

As a piece of background information it can be said that Shuar history before America was discovered is absolutely unknown. Except for some information about the attemped invasions by the Incas, who the Shuar repelled heavily, they are known for their fighting characteristics and as noble defenders of their homeland with very ancient customs and traditions.

Until the fifties (I950) the Shuar had an oral culture, whithout either an alphabet or writing. From this decade the first efforts aimed at establishing an alphabet were initiated. From 1924 until 1960 Spanish was their teaching language; from 1972 with the creation of Radio Schools, the Shuar alphabet started to be used systematically in primary texts on the basis of the bilingual and bicultural system.

When discussing the obstacles and limitations the authors indicate the following: **Geographic:** "The Shuar are located to the South-east of the Amazon Region of Ecuador, where the average temperature is 26º Centigrade, the weather rainy and of a high humidity ecouraged by an extensive network of rivers. In spite of having built tracks and roads, these are only fit for use in summer. Air is the main form of communication with the rest of the country.

"Indiscriminate colonization, monocultivation and explotation of petrol endanger the ecology and survival of the native population. Indigenous communities are in danger of being driver off their land in order to plant African palms".

Economic: "The Shuar population was organized on the basis of subsistence economy: hunting, fishing, food collection and family vegetable plots. From 1960 the introduction of livestock, cooperative and individual property transformed that original economic system. The settling of the population and dependence on the worker changed the indigenous economy totally".

The deformation of the economy started with missionary penetration mixed with external and internal interests; it continued with the planned colonization by farming industries and government enterprises and has been intensified by oil exploitation".

Educational: "formal education only serves 87.8% of the school-age population (19,660 children and young people up to 18 years old). Information difficulties limit the reliability of this figure. Statistics do not take ethnic variables into account, therefore this information can not be perfect".

"There is one place giving pre-primary education every 2,428.5 km., one primary school every 64 Km. Population density is 2.7 inhabitants per Km^2. This information together with existing road insufficiency leads us to assert that the formal system hardly reaches the potencial school-age population.

"Of the illiterate population, 82% is located in rural areas and the great majority of illiterate people belong to this ethnic group"

In 1964, the Salesians set up the Shuar Federation, a political entity created for the purpose of centralizing the family power dispersed in the jungle. Political and economic interest however are hindering that long desired union, as well as the revaluing of their own culture by the Shuar themselves.

Educational Innovations tested in the Shuar area

a) In Literacy and Primary Education.

Before 1893, the Jesuits, Dominicans and Franciscans approached the Shuaras in order to convert them, first learning their language. They did not meet their objective and they left in 1893. In 1894, the Salesians were in charge of that work and they founded the Vicarage of Méndez and Gualaquiza. Given the country's political situation the Salesians' evangelist and educative mission was stopped and they had to leave the area. The Shuaras never accepted them.

- In 1914, the Salesians returned and founded schools and boarding schools for the Shuaras and some white settlers living in Macas and other villages.
- Boarding schools took Shuar children from their families to convert them. These centres were conceived as educational units; teaching was offered in the morning and in the afternoon the children worked the land -to maintain the centre- and developed specific skills in farming, fishing, mechanics, carpentry and tailoring.
- The division of labour by sex responded to a western criteria and not to native culture, training was intended to integrate them into a system of relationships and work of a society not their own.
- In 1961 there were ten boarding schools with 1450 residents from a child population of 5,000. 71% of the school-age population was not affected by the system.
- It took 20 years for the Salesian socio-educational system to be consolidated due to native resistance and their desertion from schools. Strong measure and punishments were applied as a means of retaining the school population from 8 to 17 years old.

It is stated in the survey that, "though these institutions disregarded absolutely the native cultural world, they reaffirmed the impossibility of a total assimilation and many Shuar are nowadays in a position to appreciate the importance of recovering -in part at least- their tradition and values.

Education, together with their strong defence of their land have turned these natives into the most cohesive Amazon group and the one with the best chances of coping with the impact of the voracions and agressive civilization "that surrounds then".

In 1961 when the possibilities of expanding schools had been exhausted and in view of the foreseeable socio-economic and cultural conflicts which the Salesians did not want to face, they started to concentrate their efforts on giving the Shuar responsibility for education. An immediate step was the constitution schools in which alterndance was necessary; then the start of radio schools and later the federation of Shuar centres started the bicicultural bilingual radio system.

b) The Open Attendance Schools (1961-1969).

These schools were created in the shuar annexes, communities or centres (groups of families), in response to various factors:

-reduction in the Salesian Mission personnel.

-increase of the child population who could not be cared for in boarding schools.

-the mission had an agreement with the Ministry of Education to provide for the population through the literacy Programme.

These schools started at first grade, they were unitary, monolingual, they taught in Spanish and there were noto more than 60. The experience lasted 8 years. Reasons like the shortage of teachers and their unwillingness to go to isolated places -some of them left the schools- together with a lack of backing from the Shuar Federation who did not support this system, contributed decisively to the failure of this innovation.

c) The Radio Schools - Experimental Stage.

This innovation was promoted by the Shuar Federation and it emerged out of the need to group the "Centres", the administrative - productive levels of the natives, by linking 20 to 25 families. The Associations are the result of grouping 2 to 15 centres.

The Federation has a General Assembly, a legislative body formed by three delegates per Association and one for every centre. They meet once a year to evaluate activities, prepare the future activities and elect the directors.

The Federation has set itself the following objectives: to find the Shuar cultural identity, to defend them economically from colonists and to recover their lands. However, the fact that a part of the ethnic group was affected by a loss of the native culture, bidirectional economic relations produced by the development of capitalism, conflicts arising within the group and those produced between Shuar, Salesians and colonists cosntitute the context which explains the Federation's project. From that it follows that the Radio Schools will be directly linked to the reevalution of the to social identity, and in a sense, to the strengthening of the ethnic group in political, economic and educational aspects.

d) The Bilingual and Bicultural Radio System.

In 1968, therefore after a period of preparation, training and resources collection, the Federation Radio started to broadcast its own programmes using a system of immediate translation from the Shuar language into Spanish and vice-versa; contents were related to education, religion, information, news and music; at that time, the cultural aspect was more important than the educational aspect.

In 1972 the bicultural radio system serving 99 Centres started. This provides primary teaching and literacy courses for adults. In this way, the most scattered and isolated groups in the population are attended. The system has the purpose of "forming the Shuar as an Ecuadorian citizen" and its aims are: "to strengthen the culture by taking into account the Shuar psychology and eliminating complexes", "to prevent the dissolution on division them in a permanent and valid way", "to encourage Shuar development" and "to look at the situation of Ecuador in a truthful, organized way that is appropriate to the Shuar situation and can be used by them".

The system is formed by three cycles of Radio Primary Education and its components are "cultural, linguistic and administrative".

The system uses a tele-teacher (transmiter) and in the Centres, a tele-assistant (receiver) who is a mediator between the adults, young people and children and the radio message.

The conten'ts of the educational materials for adults and children are taken from the official texts of the Ministry of Education -translated into Shuar- with local subjects in social science, science, domestic studies and aesthetics. In 1977 the schools -which go up to sixth grade at an annual cost of 1,456,00 sucres per pupil-were regrouped giving a total of 120 with 10 or less children in each. Attendance was (made) a; compulory, with some coercive methods -similar to those used by the Salesians- being established. The information available show that in 1972 the rate of school desertion was 7% (in 30 schools and other centres with a register of 506 pupils, 473 passed to the following level). In 1977 61.85% of pupils reach sixth grade. According to the Shuar Federation (Journal 20), it is calculated that 5,000 children from 5 to 14 years old were registered, this covering 77.5% of the total. Other sources indicate a 40% coverage.

The authors consider that the lack of perfection in the statistics makes the results contradictory. They think however that the experience is positive since it is a response to isolation and it is a means of cultural integration of those sectors of the community who are connected with the Centres, interacting and favouring a better use of education.

In spite of this, some aspects continue to be weak, such as:

-inappropiate selection of contents,

-the Shuar culture is subordinated to the programmes in Spanish of the Ministry of Education, use of texts in Spanish which are translated, inadequate training of tele-teachers (who have reached university entrants' level),

-adults prefer direct education with trained teachers,

-lack of comparative evaluations of the formal and radio (non-formal) systems.

III. CASE STUDY ON STRATEGIES USED FOR THE EXPANSION OF EDUCATIONAL SERVICES IN NICARAGUA (1979 - 1986).

Written by Juan B. Arien, Educational Planning Director, José Montenegro and Roger Matus, all from the Ministry of Education, Nicaragua. The survey analyzes in detail, the causes and the socio-political context conditioning the adoption of educational innovations which were applied starting from the victory of the Sandinista Revolution. A brief summary follows:

a) Socio-political context of educational expansion in Nicaragua.

It is stated in the document that: "The expansion of educational services has taken place amidst a rapid process of educational change which, in turn, constitutes one of the more tangible manifestations of the deep socio-economic changes promoted by the Sandinista Popular Revolution (19th July 1979).

The expansion of education is unquestionably the result of a political will committed firstly to transforming and from that transformation to giving expansion its full meaning".

The authors make explicit and repeated references to the strategies used to expand educational services, "perhaps these and other changes have been made in other countries, however in Nicaragua... they have the characteristics of real educational innovations and obviously of transformations .. since they constitute decisions, methods and programmes aimed at substituting what previously existed, making something different and new".

Furthermore they point out "education as well as the revolution has a short history of six years; from a period of relative ease (1979-1982) to one of restriction (mid 1983 to beginning of 1984), to a situation of poverty and emergency (from mid 1984 to mid 1985) the country is now entering a period of survival whose end is difficult to foresee".

Between 1979-1983, educational services were expanded by 82.4% being reduced for obvious reasons in 1984-85. The causes of this situation are: "internal military aggression; call for Patriotic Military Service; economic crisis; the impact of the embargo economic blockade imposed on the country by the American administration".

Indicators of participation in the expansion of different programmes are the following: those over 100%: adult education, special education, pre-school education,teacher training and farming education. In other areas the rates are as follows: primary education (56%), industrial education (48%), higher education (45%), business studies (39%), secondary education (24%).

The country grows at an average annual rate of just over 3% while the student growth rate has increased -in the period analyzed- by 8%, which shows the political will to make education a real right of every Nicaraguan citizen.

b) General obstacles found in the expansion and generalization of literacy in the Nicaraguan population.

In the survey an analysis is made of the efforts carried out between 1945 and 1951 in relation to adult education. Among them were:

-national literacy campaigns, programmes of communal development and creation of a National Department of Adult Education. The country however maintained a rate of 53.35% of illiterate people until 1979. The lack of economic priority given to these plans, the lack of will of the dictatorial regime to favour education for the poor and marginal peasant population and the presence of a policy favouring elites, were the fundamental obstacles which prevented the development and expansion of education to the whole population.

c) The national literacy crusade, strategy for popular education (1974-1979).

This experience has its background in the pedagogic action undertaken by General Sandino at the edge of river Coca in several schools in the native settlements: San Carlos, San San, Krasa, Asan, Bocuy and Raití.

Methods and contents taken from the national reality were used in this crusade thus responding to the objectives of raising the conciousness of young people and of developing a sense of nationality. These topics and contents were linked to the Programme of National Reconstruction, to the history of Nicaragua and to important problems of health, housing and political life in the country.

The methodology used was based on that of Paulo Freire, the Cuban experience and others adapted to the particular conditions and needs of the country.

The strategy used in mobilization, motivation and conciousness raising was that of *popular participation* through which, "the people made the people literate through their mass organizations...". this participation took place at two levels: in the productive system (the potential literate) and the non-productive (the literacy workers) trying to ensure that the educational system did not interrupt the productive work".

The results of this strategy were 406,124 literate people, with 331,869 coming from rural areas. It is stated in the survey: "The appalling rate of illiteracy, product of Somoza's heritage was reduced to 12,96% considering only the suitable illiterate population...". At the end of 1980 a literacy campaign in native languages was carried out, this programme taught 12.664 people from the Atlantic Coast to read and write, in Miskito, Sumo and Creole English languages.

For the success of this crusade, political will guaranteed the availability of basic educational materials (texts, note books, primers, instructives, manuals, "The Crusade on the Move" magazine and other resources) which facilitated the work of both illiterate people and literacy workers.

d) Adult popular education - innovative alternative to generalize education (1986).

"It was necessary to avoid illiteracy from disuse which threatened the enormous newly literate population" and, at the same time "to implement an alternative for the under-schooled, mature students and pupils from rural areas, the challenge was there, in popular adult education"... This project demanded the creation of the vice-ministry of Adult Education which in 1982 became the Programme of Adult Education and more recently the General Office of Adult Education.

A study-plan divided into six educational levels was set up; its aims, apart from the academic, were: to incorporate adults into productive work through integral occupational teaching and to raise conciousness in a political and cultural way.

This plan was organised in four study-areas with relevant aspects of the country's historie, geographic, political, economic, cultural and social framework being covered in social science. The experience of the crusade brought the methodology of observation, analysis and interpretation of reality into the teaching-learning process.

The teaching staff used are popular teachers who work on a voluntary basis; in some cases they have just been taught to read and write and they are studying an advanced level at another CEP (Centre of Popular Education)... There is also participation by teachers and workers in general.

Teacher training is an important element carried out through three strategies: weekly workshops, pre-workshops and the radio programme "Puño en Alto".

This programme has achieved important results since during 1984, in the sixth semester there was a register of 129,290 people: 41,371 in the intermediate level and 87,919 in the 1st to 6th, with 3,109 teachers and 17,203 popular coordinators being involved. Even though there has been a quantitative advance, it seems that in the coming years the main emphasis will be on improving the quality of this service.

e) Strategies aimed at expanding pre-school coverage.

For the purpose of providing an efficient coverage of care for pre- school children was a strategy promoting different modalities of institutionalized attention was established; among these modalities it is necessary to mention: rural centres, pre-school sessions attached to primary schools, pre-school sessions attached to centres for child development, pre-school sessions in rural child services. The non-institutionalized modalities are: centres for non-school-based pre-school extension for rural children from three to six years old, with communal educators teaching in community centres. Communal pre-schools care for children from densely populated rural communities and with low level of economic and social development, they operate under three different models; and finally, popular pre-school centres located in markets and establishments in the capital.

In 1985 the register reached the figure of 62,784, 18% of this being provided for by non-school-based forms.

f) Strategies implemented to generalize primary education.

"The global problematic that affected primary education was its low rate of attendance, lack of schools, texts, methodological deficiencies, lack of furniture and didactic aids and a level of schooling of 65.5%. In 1978, there were 2,408 schools for a school population of 369,640 pupils". In order to give a solution to this situation the following objectives were established:

-to guarantee in the medium term a basic popular education of four grades.

-to increase the incorporation of all Nicaraguans into the educational system, to guarantee their permanence and to raise the rates of formation.

-to raise the quality of education.

The components of this strategy are:

-Basic education (1st to 4th grades)

-Adult Popular Education, and

-Education for older pupils

With attention for the population between seven and twelve years old as its main objective, "the battle for the 4th grade" becomes a political project aimed at guaranteeing four years of basic schooling for the whole population and eliminating the high rates of repetition, desertion and low promotions. Furthermore it aims to reduce the problem of over-age and propose an admissible limit of two chronological years and finally, to lay down the structural foundations of basic general education as an "educational sub-system". For that, new techniques of multigrade teaching based on the methods of self-conduction of the teaching-learning process have been used.

The problem of over age has been approached through the modality called "Accelerated Primary" which works with students by cycles instead of grades. This modality has been absorbed, because of the similarity of its contents and purposes into the programme of adult education. Up to 1985 the attendance register was of 10,619 pupils.

Educational programming is organized through the "Didactic Complexes" which orientate the development of activities required for the teaching-learning process thus responding to psychopedagogic needs, methodological needs and children's characteristics. Texts are relevant to the national culture and the country's socio-political reality.

In 1982 a unique method of teaching reading and writing was established, the phonic-analytic-synthetic (FAS) method favouring the effective learning of reading-writing during the first grades, motivating active participation, the attention to educational differences between children and other advantages. In the survey an analysis is made of the results which show that in the school year 1983-84 graduates from 1st grade reached 57.2%, an increase of 11.7% over the previous year with a repetition of 11.3%. School desertion increased by 31.5% caused by the country's state of aggression and war. In spite of this there is an average rate of 75.7% permanence in this grade.

g) Innovations in teacher formation and training.

In 1980 new studies, plans and programmes of a transitory nature were established. Social service and teaching practice in rural areas were initiated and 7 new primary education colleges created. Establishment of free teaching improvement courses. As a result of this effort the register reached a total of 11,928 students (8,845 in regular courses and 3,083 in improvement courses) in 14 teacher training institutions. This strategy is combined with the training of human resources abroad.

h) Other strategies for the expansion of education for the population in rural areas.

Among many existing strategies, the survey mentions the following:

-The Bilingual-Bicultural Educational Programme of a participative and popular character, starting from the teaching of the mother tongue as a mears of introducing the child to the official language.

-The bicultural concept pursues the ethnic group's own culture articulated with the national and universal culture; teachers and methodologists are members of the ethnic groups. In 1986 the programme covered 6,201 children with 172 teachers teaching in the languages of each ethnic group.

-*Project for under-age workers.* This started in 1980 and attends children in a situation of risk, of an irregular behaviour whose ages range from 7 to 15 years old and who stay at semi-boarding preventive centres. These children were under-employed or were beggars. In 1984 the programme graduated 80 pupils of which 38 joined different educational centres and others were offered scholarships abroad (Cuba). Today the programme attends 796 children with these characteristics.

-*Programme for Communal Educational Development (PRODECO).*

This educational modality is based on the rural schools for Education and Work (ERET) which link the school to the community through work and the product obtained in poultry-keeping, horticultural, porcine and basic cereal projects. At present there are 10 ERET introducing agricultural programmes into the basic cycles of education (CEP) and in those of middle education. Production provides to a large extent for the nutritional complement of students and their families. These centres offer from the 1st to 9th grades, divided into a first elementary level (1st to 4th grades) and a second basic level (5th to 9th grades). A total of 3,500 pupils are attended within this programme.

-*The programme of educational nuclei.*

Before 1979 some experiences had been made in Bolivia, Perú and other countries. The nuclei which emerged in the fifties (Esteli, Jinotega, Madriz, Nueva Segovia and Matagalpa) were mainly located in urban areas.

The National Reconstruction Government obtained the renegotiation of the Nicaragua-BIRF project along precise lines, "to expand and improve the opportunities for educaction and training of different sectors of the rural population... establishing schools for basic education and community learning centres with formal programmes for children, youth and adults".

-The construction of schools organised in networks called Rural Educational Nuclei (NER) was started. In 1982 a technical-pedagogic-administrative body was created in charge of laying down rules, carrying out and supervising the development of these nuclei: the Department of Educational Nuclei.

-As a political and educational strategy, the nuclei have taken root in communities and have a rich potential of human resources for its own development. The nuclei carry out works of agricultural production within their environment and they facilitate popular mobilization for health, science and production.

-The structure of the educational nuclei is the following:

Rural educational nuclei (24), Basic schools (24), sub-basic schools (89) and satellite schools (399) corresponding to the number of grades provided. In association with the basic schools the basic cycles from 1st to 3rd grade secondary education also operate. In 1985, 12 rural educational nuclei offered a basic general education of nine grades. A total of 1,617 teachers attend 46,490 pupils. This register represents 23.6% of the rural area register.

-In a parallel effort, the country is promoting the development of farming technical education, attending a student population of 3,260: 2,048 of whom are in farming institutes, 414 in basic cycle of production and 798 in peasant farming schools.

These innovations and others in the field of sport, culture and recreation are inserted in the context of a deep structural transformation of the educational system with articulated subsystems which guarantee the continuing expansion and generalization of education. Furthermore because they take their contents from reality they create the conditions for a systematic improvement of pedagogic, methodological and administrative processes of each innovation or programme.

IV. SURVEY ON THE EXPERIENCES AND STRATEGIES FOR THE GENERALIZATION OF PRIMARY BASIC EDUCATION AND RADIO LITERACY IN COSTA RICA

The present survey was made by Alicia Padilla Naranjo, of COOPEICER (Cooperative of the Costa Rica Institute of Radio Teaching) and it contains some innovative experiences applied to achieve the expansion of education and literacy in rural areas emphasizing radio education.

As background it is worthwhile mentioning some important events in the field of educational policy which to a large extent provide the legal support for these experiences.

- "In 1869 free and compulsory education was introduced and the General Law of Common Education was established, this was the basis for educational development until the first decades of the 20th century and it combined the relevant educational reform tendencies in Latin America.

-The political constitution of 1949 constitutes the main instrument of the country's educational reform and it includes important aspects such as: the conception of an educational system organised as an integral process; the creation of the Higher Council of Education that would be in charge of the General Directorate of official teaching, free secondary education and the strengthening of the University of Costa Rica.

-In 1957 the Fundamental Law of Education was established which set out more clearly the aims and the organic structure of the educational system.

-In 1973 the National Plan of Educational Development was promulgated and a movement of school reorganization with a better defined educational policy was consolidated.

-The Plan of Regional Education brought another transformation and structural adaptation of the system".

These legal-administrative foundations of education respond, on the one hand, to a continuous demographic growth sustained by the expansion of preventive medicine services and medical care and, on the other to the consequent need to improve the education supply-demand relation and to provide services for the growing work force of a mainly young population.

Even though the survey does not go in depth into the geographic, social, economic and educational limitations, the following can be indicated:

a) the vast isolated areas without communication routes.

b) the extreme poverty of a proportion of peasants.

c) the limitations created by opposition to education which seems to subsist among some rural people and the lack of flexibility of the educational system to offer the adult more opportunities.

d) the distance limitations which prevent the adult from attending school from Monday to Friday and from staying for more than four hours.

Some of the more remarkable consequences of the above is that there are regions where adult education is not offered, adults are not motivated to continue studies to higher levels and there is a lack of methodology and suitable materials for the adult peasant.

Description or identification of educational innovations in the rural area

A. Regarding the generalization and improvement of education in rural areas.

-At the beginning of the century Pedro Pérez Zeledón was requested to make an in depth analysis of the education offered in rural areas. It is likely that it is from this survey that the Differentiated Programmes for Rural and Urban Schools of Roberto Brenes Mesen appeared in 1918. These programmes which are envisaged from a strictly curricular point of view -orientated towards an education taking into account the environment and promoting the pupil's vocational development in relation to life and work in the rural world- have again been used during the present decade as orientation and reference instruments for the different rural educational centres.

-In the fifties the legislation for Farm Schools was established, but initiatives in this field did not prosper and the attempt was forgotten.

-From 1869 incomplete primary schools were generalized throughout the country , they existed for almost a century until the first years of the sixties. In parallel with the work with children, educators developed a great deal of communal education activities as there were no agencies for agricultural, health and sports development, this was the pivot for all local action.

-The transformation of incomplete primary schools into complete schools was established by decree extending them from four to six grades.

-In 1960 there were 1,613 complete schools (27.9%) in the country and 1,162 incomplete schools (72.1%) reaching in 1969 a total of 2,454 rural schools of which 2,116 were complete (86.23%) and 338 incomplete (13.77%).

-At the end of the sixties the National Directorate of Community Development (DINADECO) was fourded becoming an organization concerned with the development and expansion of programmes of preventive medicine and agricultural extension services. Even though at the start its agents worked with the rural educator, later they drifted apart to the point in some cases of becoming antagonistic or ignoring each other. That is, education did not revive its concepts of rural development and rural education was not prepared to interact with other agencies. On the other hand, the new agency generated policies of community organization without taking into account the educative aspect, ultimately weakening the role of the educator in the development of school activities in rural areas.

B. Innovations regarding teacher training

- In 1915 the National School of Costa Rica was created for the purpose of teacher training since only 260 of the total teachers in service were graduates of the Primary School Teacher Training Department of the Liceo of Costa Rica and of the High School for Girls.

-In 1940 the first complementary schools for staff formation for rural schools were founded. Later these schools became Rural Primary School Teacher Training colleges which in the fifties only only existed in Liberia and San Ramón.

-In the thirties a model of training for educators in rural areas was started, this originated the "Seasonal Schools" which the Ministry of Education ran until almost the end of the forties.

-At the beginning of the fifties the Institute of Professional Formation of Teachers was set up, this operated throughout the national territory for more than ten years until it disappeared at the end of the sixties. It was a significant effort to support non-graduate teachers working in rural areas. A valuable result was the reanimation of rural schools and teachers during that period, the fruits of which can be seen up to the present.

However, these efforts for teacher formation both at the start and in the course of service, have not solved the situation of teaching staff working in rural areas. Around 300 centres of different kinds have to be staffed by young people who have only completed the diversified education level.

Today a programme is being studied which will be executed by the National University which aims to train teachers for this kind of education in rural areas. This action includes a suitable selection of applicants, the planning of a new curriculum for professional preparation, the establishment of a different system of appointment and salary.

This strategy seeks to solve part of the problem since the 65,000 children who study in the rural area do not only need better teachers but also the incorporation of new curricular elements, better school organization and didactic resources.

C. Strategies to extend literacy and adult education.

-In the field of literacy and adult education in 1973 the country organized the National Literacy and Basic Education for Sufficiency plan which has tried to offer educational opportunities to the adult population (15 years old or over) and to raise their cultural level. The goals were to teach 97,500 people to read and write and to get 66,500 people to enter basic education. However in the period 1975-1983 only 29,750 people have obtained the Certificate of Conclusion of Basic Education for Sufficiency.

An experience presented with new modalities is the Programme "The teacher in the home" which, through a broadcasting system, offers lessons in literacy and primary education by means of programmed materials to young people and adults from marginal and isolated areas (BRIBRI and BRUNCA groups). This experience is the core of this research.

In the description of this work although the author refers to many technical aspects of communication theory, the following can be summarized:

-In 1973 the Costa Rican Institute of Radio Teaching was created for the purpose of offering systematic education to marginalized adults and in particular to those who live in isolation conditions. The existence of small cultural radio stations is the main way of expanding the programme.

"The teacher in the home" involves taking the educational message (teaching lessons, both literacy and basic general education according to the particular case) to the receivers (pupils), setting up a learning process with three components:

- a set of written materials (diagrams, reading, guides for the pupil, etc.).
- radio programmes (17-week courses which are programmed taking into account advantages and limitations of radio).
- facilitators (they act as components of the radio to support the pupil).

The topics learned during the literacy process are related to the culture and experiences of the target population and the materials are prepared in the BRIBRI language.

Among the results of the experience it should be pointed out that 12,500 copies of the literacy material have been published in seven editions. In 1985 15,000 students in 1st, 2nd and 3rd grades were attended by 1,500 facilitators and 7,320 people were taught to read and write, that is 60% of the total. It is acknowledged that there is some school desertion due to personal, work and other reasons of a cultural, social and economic nature.

The programme has among its future objectives the including of literacy within a process of permanent education linked to the adult's skills and abilities (craftmanship, worker formation, work training, cooperativism).

The programme has technically contributed to the creation of the Guatemalan Institute of Radio Education, it advises native teachers about making up didactic materials for teaching to read and write in kiché. Many of the facilitators are not graduates but members of the community itself.

The author concludes that this experience has helped to lower the country's illiteracy rate given that this has been reduced to 7%. The population census of 1984 shows a rate of 6,9% what is a significant achievement for an educational policy which has favoured the expansion and generalization of Basic General Education.

CONCLUSIONS

The synthesis of the previous surveys allow one to conclude that innovatory experiences involve a tendency to change educational contents, and they appear as a resource for the transformation of what exists, looking for new pedagogic, didactic, methodological and structural elements to improve the efficiency of educational action.

In the description of the different cases it is seen that experiences originate and develop in different ways and with different emphasis. Some of them address themselves to promoting the expansion of educational services to generate access not only for children but for adults. In general, this kind of innovation is inserted within a context of structural changes in the social order and it is sustained by a defined educational policy and by strategies aimed at guaranteeing the cultural and economic development of rural communities. It is protected by legal provisions and is formed by several components: a structural scheme which guarantees the execution of the innovation, availability of financial and human resources, a general methodological system or complex. The action is aimed at a target population which is favoured by the innovation and which at the same time participates in its content. In a systematic way there is an inter-relation between the curricular-methodological-administrative-community variables and, it seems that due to its global character of reform and change, another set of innovations in specific fields of education is generated.

On the other hand, other innovations are executed for the purpose of dealing with and solving local educational problems typical of specific branches of educational systems. Such innovations tend to make up for particular deficiencies or the lack of change which rest on the relevance of education and its capacity to reach marginal groups. Some of these fields of action are: bilingual and bicultural education, educational technology, curriculum for specific populations, initial teacher formation, teacher training, research into the participation of social groups in education and others. In many cases they are aimed at groups of populations in extreme poverty or of a marked degree of isolation and especially where the educational system is insufficient.

Using this kind of innovation which may be made in one or two of the above aspects, multiple efforts for the development and solution of the most important obstacles can be promoted. However because they are not - in some cases- located within the existing educational policy or because they are advanced initiatives, they face obstacles of a structural nature making expansion and generalization move slowly, with a lack of resources, without suitable administrative supports and in fact, its results -in spite of successes in terms of acceptance by the rural communities- are limited and they are not always achieved in the short term.

It could be said however that these innovations constitute a pedagogic and social contribution to the conception of a new education both from the point of view of the contents and the methods. They ratify the dynamic principle of teaching and of educative alternatives that can be offered to rural populations, they break with the traditional schemes and they are of a higher technical order than those used in educational development. This contribution is very important given the present circumstances where millions of children in rural areas of Latin America have no possibility of education and the content of education seems to have stagnated turning into a natural obstacle to the development of general basic education. Educational innovations and the search for new alternatives take on singular importance because, in a way, they change old pedagogic schemes and conventional ways carryng out educational work, both in the technical sense and as an administrative component; they encourage the adaptation of general and specific methodologies; they produce a variety of relative lessons not only because of the success and achievements obtained but also because of the limitations and failures.

The study of these experiences demands a reflection on those aspects that can be identified as similarities and differences, general and particular compatible features, characteristics and nuances in operation, feasibility of success, differentiated analysis of cultural and social impacts in the receiving groups in different kinds of society. All that would be a specialized task for which complementary information on other specific variables that the surveys do not contain would be needed. Reading these experiences however encourages a deep reflection on each one of them.

Summarizing, the experiences presented can contribute to the generalization of their positive effects and to the adoption or copying of their components and approaches in other contexts, only when the particular local and national characteristics are taken into account.

PROGRESS IN BILINGUAL EDUCATION IN COSTA RICA DURING 1986

Massimo Amadio
Guillermo García Segura

In Costa Rica there are around 20,000 native people who belong to eight (8) different groups (Bribri, Boruca, Cabecar, Chorotega, Huetar, Guaymi, Guatuso and Terraba); four native languages (Bribri, Cabecar, Guaymi and Malecu) are still used while two other languages are disappearing and are only spoken by a very small number of people.

At present 76 schools are considered to be for indigenous people; these have almost 110 teachers (75% of whom are native people), and initial enrollment of 3,416 students in the six primary grades (65% of all students enrolled are in the first to third grades). No data are available on the rates of illiteracy found in the native population; however, a study made in the Cabagra, Salitre and Ujarras native reserves (belonging to the Bribri and Cabecar groups) put illiteracy at 80% of the population, including those who are illiterate because of lack of practice.

A total of 48 schools have only one teacher (63%), and only 6 (8%) provide preschool care. Almost 80% of the teachers have not had any teacher training, and the majority have had no preparation in methodologies for bilingual education.

The efforts to promote a type of education which is appropriate to the linguistic and cultural characteristics of Costa Rica's native population date from very recently. One of the first steps taken was the "Training Programme for Teachers in Indigenous Areas" working with the Bribri group, which was carried out between 1979 and 1981 on the basis of an agreement between the University of Costa Rica and the Ministry of Public Education. After preparing a textbook for reading and writing in the native language and training almost 30 teachers, the programme came to an end and no significant steps were made to follow it up, despite the fact that the National Development Plan 1982-86 had stated that: "the education provided for the native communities should be linked to the most important areas of their development as a community and should encourage bilingual and bicultural programmes, as a means of speeding up the improvement of their lives".

As of 1985 a growing number of actions aimed at encouraging the use of bilingual education in native schools have been started. In particular, the National Advice Centre for Indigenous Education was created within the General Directorate of Adult Education; in 1986, three regional advisors were appointed to cover the zones of Talamanca, Buenos Aires and Turrialba-Chirripo; and a particularly important development was the introduction, on October 9, 1985, of Decree No.16.619 which made provisions for the creation of a model curriculum adapted to the characteristics of the native population, the introduction of bilingual and bi-cultural education and the setting up of education and training programmes for the staff involved.

With the establishment of this institutional framework, 1986 has been a year of intense and important activity, which has received

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financial support from the MEP/OEA/PREDAL project which is a part of UNDP/UNESCO project RLA/83/012, and technical assistance from international agencies such as the Inter-American Indigenist Institute and UNESCO, through its Sub-regional Education Office for Central America and Panama. In referring to the most important activities carried out, we should mention first of all the "V Seminar on Indigenous Education" held between January 27 and 30 in San Jose, in the course of which recent trends in intercultural bilingual education in Latin America were analyzed, and the 74 teachers participating studied the educational problems found in their communities, identified the major needs and priorities for action, and put forward proposals for regional plans of action for 1986, which took into consideration the specific characteristics of the four (4) principal geographic areas and the groups located in them (Buenos Aires and Talamanca -Bribri and Cabecar, Guatuso and Malecu, South Pacific- Guaymi). The teachers were also asked to say which elements they considered should be included in training in order to improve their own educational work. On the basis of the 50 answers received, four (4) areas of priority strategic interest were identified: methodologies for intercultural bilingual education and for research used within the educational process (mentioned by 17 of the teachers); the possible contributions by education to community development (17); planning and programming of teaching activities (12); methodologies for the preparation, production and use of educational aids (11). These requests were borne in mind throughout the year, and efforts were made to begin to respond to them.

The activities carried out subsequently reflect this orientation. On March 3 and 4 a "training meeting on the preparation of teaching aids" was held in Buenos Aires; at this meeting the 45 participants discussed the relevant aspects and the elements involved in the process of preparing materials, a fundamental stage in preparation for teaching. Between April 17-19 a "training meeting on methodologies for teaching spanish" was organized in Buenos Aires; here the issue of reading and writing was discussed and the 70 teachers involved received initial training in the eclectic method (so called because it uses the positive aspects of other systems), to give them a better understanding of this method and enable them to use it in bilingual education in accordance with the materials and resources available in each community. Finally, between July 31 and August 1º a "Seminar-workshop on Bilingual Intercultural Education" was held in Buenos Aires with the aim of encouraging this form of education by training teachers working in the region of Buenos Aires de Puntarenas. This Seminar had two particulary important results. In the first place, it was suggested that an annual congress be held bringing together teachers and leaders of native communities, which would provide an important opportunity to meet, discuss, organize and exchange ideas; effectively, between November 5-7 the "Ist Regional Congress of Teachers and Native Leaders" was held in Ujarras de Buenos Aires; the objectives of this Congress were to analyze the situation of education in the native reserves in the area, to assess the impact which the ownership of land has had on the cultural values of indigenous groups in the region, and to encourage actions to develop intercultural bilingual education. The second result of the Seminar was the drawing up of a project to prepare studies on the indigenous communities in the southern area, which is actually a continuation of an idea developed during the 1979-81 training programme referred to above, and which resulted in 10 studies being made of native communities in Talamanca. The format proposed for these studies is very simple (geographical, historical and cultural data; information on the population; a profile of the economy, educational system, sanitation, and social structure; traditional and present-day forms of organization; the kind of assistance received from national institutions) and it provided a basis for the teachers to develop their creativity and initiative, which can now be seen to have been greatly underestimated. Of the studies completed so far (San Juan de Cabagra, Boruca, Guanacaste, Rio Azul, El puente del Salitre, San Rafael de Cabagra) some are typewritten others written in pen or pencil; some have illustrated covers or detailed maps; notes on traditions and even charts showing the clans and their kinship relations; information on agricultural techniques and the idiom spoken locally. Thus, this has served as a practical demostration of how research approaches used in education and oriented towards the community can be encouraged and developed in teachers.

Its is important to emphasize that these training activities have been accompanied by tours and visits to the schools by the advisors, and by other actions which have opened up new lines of work.

We cannot fail to refer, for example, to the appointment of a teacher and the carrying out of an investigation involving field studies and the use of written documentation to examine the feasibility of a plan for mobile education in the Chirripo region, an area whose population is very scattered; the contacts with the Panamanian Government to develop a series of coordinated measures aimed at the Guaymi group which is found in both countries; the publication of a bulletin ("The Voice of the Indian") as a vehicle for providing information and analysis on native education and the socio-economic and cultural problems in the communities; and the setting up of a regional library on indigenous education (in Ujarras de Buenos Aires) which could become a centre for gathering materials and a very important point of reference for teachers in the zone and for other people. In the sphere of non-formal education, mention should be made of the project for recreational and cultural festivals which through craft shows, meeting of old people, the celebration of feast-days with typical music and dances, and the organization of sports competitions showing specific skills (hunting, fishing, the laying of traps) seek to encourage the handing down or revitalization of a wealth of knowledge and skills which are an invaluable part of national heritage.

The contributions made by teachers and the communities has been crucial in producing educational materials, a sphere in which there has also been marked progress. This made it possible in June to publish *Stsawo We (The House of Letters). Text for teaching reading and writing in the Bribri language,* which is the first publication to be printed in colour in Costa Rica since 1948. The production of this textbook also involved the collaboration of the Linguistics Department of the University of Costa Rica (UCR). In October the *Illustrated Cabecar Alphabet* was published, also thanks to collaboration from the Department of Linguistics of the School of Languages of The UCR, and it is expected that alphabets for Malecu, Terraba and Boruca will be published in the near future. One observation that could be made here is that the way that the letters are ordered is clearly derived from the Spanish language and alphabet, which may perhaps not fully reflect the specific characteristics of the native languages. However, a basic tool has at least been created, and this can be revised, tested and improved over time and in accordance with the use made of it.

It is also important to indicate that a series of documents and technical materials have been produced for use in the training courses, such as the *Integrated Learning Unit. Materials Preparation* (March) and the *Specific Methodology for teaching reading and writing* (April); technical documents prepared by the Sub-regional Office of UNESCO have also been used.

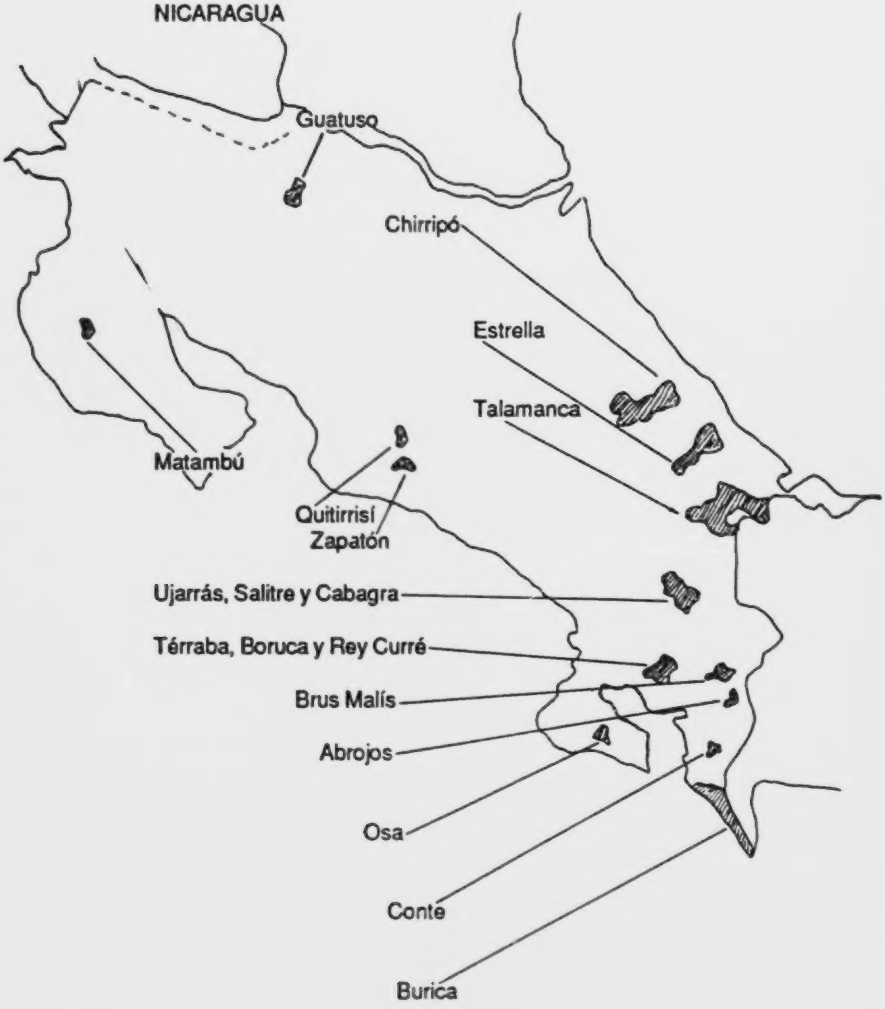
As we can see, the activities carried out over the past year in Costa Rica have created a good starting point for developing bilingual education. Today there is a clearer understanding of educational and socio-cultural problems in indigenous areas and new interested has been awakened in teachers an the communities, whose participation in educational activities has increased considerably. On the other hand, the need to take measures to increase consciousness among the population of the country as a whole has not been ignored, with specific use being made of the mass media to communicate information and news; the distribution of a series of educational posters on the past and present situation of the native population to every school in the country, programmed for 1987, will be an important contribution to consciousness-raising. One particulary significant result of all these activities has been a more precise definition of the programmes and projects to be carried out and the improved planning of these: this will ensure that, in the future, services are better coordinated and more satisfactory.

There is no lack of problems and limitations, particulary because of the incipient nature of this experience. As was to be expected, the financial resources allocated were insufficient, particularly in the spheres of research and the introduction of innovatory projects. In general terms, moreoves, one finds a large range of approaches and actions with different and occasionally antagonistic positions on indigenous politics, which inevitably has repercussions on education. There is also a clear need to further develop training activities, to ensure that the personnel are sufficiently tecnically prepared to be able to play an active and creative role, both in advice and monitoring, and in teaching. In areas with a scattered population living in small settlements educational services are required which can hardly be provided through the school-based model: it should be recalled that these are areas for which there have been no provisions and where rates of illiteracy are as high as 90% of the population; in particular, it should be pointed out that the problem of illiteracy in the adult population is an issue which has not yet been systematically tackled. While it is true that at a national level, Costa Rica may be considered to have only a residual problem of illiteracy, in many indigenous areas this is a serious problem for which an adequate solution needs to be found.

Both personnel training and the progressive development of a curriculum for native education would appear to be priority areas for action in the future, as this would allow the requirements set out in Decree Nº 16.619 to begin to be fulfilled. It will be necessary, during 1987, to test and revise the materials produced, continuing to make efforts to ensure the fullest possible involvement of teachers and the communities in this process. Here it will be important to develop the use of research activities in education, an area in which a particularly promising and innovative approach has been found -the studies of specific communities- which could be expanded to include a linguistic profile of the communities. Undoubtedly, another way of ensuring the consolidation of bilingual education in the native communities would be by increasing the stability of teachers and by establishing an adequate system for selecting staff based on the criteria defined in 1986 wich refer both to academic-professional aspects (level of studies, training received, work experience, knowledge of native languages) and to attitudes (commitment to the community, degree of interest shown, understanding of and respect for different cultures). The challenge continues to be the same: to make education respond adequately to they interests and needs of the native population.

COSTA RICA

ACTUAL INDIGENOUS TERRITORIES NICARAGUA


NICARAGUA
Guatuso
Chirripó
Estrella
Talamanca
Matambú
Quitirrisí
Zapatón
Ujarrás, Salitre y Cabagra
Térraba, Boruca y Rey Curré
Brus Malís
Abrojos
Osa
Conte
Burica

ADULT EDUCATION IN LATIN AMERICA: REQUIREMENTS AND STRATEGIES FOR THE TRAINING OF STAFF

José Rivero

I. ADULT EDUCATION IN LATIN AMERICA TODAY

1. In the present decade throughout Latin America trends, approaches and methods of educational work developed in earlier decades have co-existed in adult education. However, at the same time this is the area of education where concepts, strategies and results have been most directly conditioned by the different socio-political processes which have occurred in the countries in the region. Thus, in order to understand its evolution and put forward priorities for the training of staff, it is essential to look briefly at the principal characteristics of Latin America's political and economic development.

2. The situation in the Latin American region is one in which real progress in terms of the election of constitutional governments and a significant reduction in the number of countries with authoritarian governments contrasts with an extremely severe economic crisis with its multiple affects on social conditions, which is effecting the possibilities and hopes of generalized development and of education for the countries in the region.

This crisis began to reach serious proportions in 1980, a year after the ministers of education and economic and social planning, at a meeting in Mexico, made a lucid diagnosis of the development of education and of educational systems -the basic terms of which are still valid- in relation to the deficits, imbalances and weaknesses in educational systems. This diagnosis emphasised the need to put forward wide-ranging policies, plans and strategies to resolve certain problems, the majority of which affect adult education in particular: the existence of 45 million totally illiterate people and the fact that 20% of school-age children cannot exercise their right to education and do not attend primary school; the extreme inequality in educational opportunities, to the detriment of the poorest communities living in rural and marginal urban areas; insufficient schooling and the low level of education of significant proportions of adolescents, young people and adults, caused by the educational systems' failure to encourage students to continue studying, and the lack of functionality which does not make available forms of education which would allow students to become integrated into daily life and productive activities; the absence of education policies for monolingual indigenous communities, or those with only incipient bilingualism, together provide clear evidence of the lack of relevance and inadequacy of educational contents and results.

Effects of the economic crisis on adult education

3. The objective deficiencies referred to in general education and in adult education in particular tend to be accentuated in a situation of recession and economic stagnation, which is aggravated by a foreign debt of almost 360 billion dollars, the interests on which absorb no less than 36% of the region's total exports, according to statistics from the ECLA. This debt has become the key, if not the only, issue in the present economic crisis in Latin America, some of the indicators for which are: a fall of 9% in per capita incomes between

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1980 and 1985; a reduction from 26% to 16% in the percentage of production going into investment; a fall in the value of exports of 6% in 1985, and a reduction of almost 3% in the terms of trade in relation to 1984.

While few studies exist which provide an evaluation of the social impact of the crisis, some data give us a first idea of the problem. Unemployment and under-employment have increased, and now affect all categories of the labour force, but are particularly marked among young people and women; there have been substantial reductions in services and social provisions, while the number of families in conditions of poverty, specially in certain rural areas, has increased. There is, furthermore, some evidence that spending on education has been considerably reduced in inverse proportion to the net payments of utilities and interests on the foreign debt (1). Added to this extreme limitation on financing, we find an inadequate distribution of educational spending between the different levels, with state adult education receiving much smaller percentages than other areas of education. It is well-known, moreover, that almost the entire state budget goes on paying staff and on the costs involved in maintaining and expanding the administrative apparatus.

4. The severe limitations on the possibilities of a decent level of subsistence of the very group of people who adult education seeks to serve, evidently influences these people's motivation to get an education and their educational possibilities.

The paradox is that this situation should have emerged at a time when, in a growing number of countries in the region, the right to education and the need to end educational inequality are officially recognized as social obligations which are inherent in the very idea of a democratization of society.

The feasibility of putting these official views into practice is tied to the need to see education as a whole, and adult education in particular, as *education in poverty*, which demands that the same objectives and targets be achieved but with smaller financial resources, that the use of simple technologies and lowcost materials be reappraised, and especially, that the motivation and participation of adults be recognized as a key element in their own education. In this education in poverty, qualified personnel is the most important resource to be obtained, and the one that should be valued most highly.

5. It should be said that the economic crisis has also generated social forces which go beyond, and often well beyond, the intentions and initiatives of state apparatuses. Social groups and organizations take on a role in subsistence activities and in exerting social pressure: the concrete expressions of this can be seen in the proliferation of jobs and casual employment of an informal nature, and in processes of social mobilization. This means that adult education must be linked to these broader social processes and take on concrete roles at the level of the economy (work-production) and in politics, which encourage and make it possible for adults to participate in decision-making.

In this context, what is known as education "for the people" is seen by many authors as the major challenge for our decade. Here we need to make it clear that the term "the people' is not simply synonymous with "the poor", but rather that it refers to the people as a social sector characterized by a situation of domination which has denied them their role as political actors. It is proposed that education for the people should contribute to transforming the people into a political actor (Juan E. García Huidobro).

Alongside these expressions and demands for a form of education for the people, we find a proliferation of non-governmental organizations who are becoming increasingly important because of their introduction of a new concept of education and methodological practices and because of their involvement in and commitment to impoverished groups of people in rural and marginal urban areas of Latin America.

Thus, side by side with -if not challenging- the important and essential action by governments on a mass and national scale, we find other social actors engaged in adult education. These are like a social movement, with different forms, different founders and participants, bent obeying, in their conception and development, the single purpose of serving as instruments to help to satisfy the collective interests expressed in different social projects.

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(1) According to ECLA statistics (Preliminary Account of the Latin American Economy 1985), in 1983 public spending on education fell by 19,4% in comparison with 1980 (6.4 billion dollars, in absolute terms). While payments on the foreign debt grew at an annual rate of 25.7% in the period 1975-83, the annual rate of growth of public spending oneducation experienced a fall of -7.5% between 1980-83.

II. POLICIES AND STRATEGIES FOR ACTION IN A PERIOD OF CRISIS

6. The education and training of adult education personnel must therefore be closely linked with the implementation of policies and strategies for action in a period of crisis.

It is important to look both at these policies and strategies and at the main problems facing the development of adult education in the inmediate future.

We will start by identifying the main policies and strategies, which refer to:

i) the efforts being made to promote national literacy and basic adult education programmes. These areas of education, which imply initiatives and efforts by national governments in particular, have been encouraged throughout the region -as we will see below- as a result of the multi-lateral commitments assumed in the Major Project in the Field of Education for Latin America and the Caribbean put forward by UNESCO, and subscribed by the individual nations.

ii) the provision for workers through technical training programmes and job training.

iii) provisions for the population through socio-educational projects with very precise objectives which seek to meet the basic needs of socio-economic development, and in which adult education constitutes the educational component.

iv) the development of an alternative education with political relevance and purpose, through grass-roots education activities, cultural movements, and community education.

7. Since november 1979, when the Conference of Ministers of Education and Ministers responsible for Economic Planning from Latin America and the Caribbean, meeting in Mexico, made a harsh analysis of the situation of education and pointed to the need to make which and long -term efforts to overcome the basic deficiencies and weaknesses defined as priorities, an important activity has begun in the region on the basis of the major project in the field of Education -subscribed by all the countries as of april 1981- which has set itself ambitious but inter-related objectives: a) to ensure that before the end of the century all school-age children are attending school, and to offer them a minimum general education of 8 to 10 years; b) to eliminate illiteracy before the end of the century and to develop educational services for adults; and c) to improve the quality and efficiency of educational systems by introducing the necessary reforms.

Despite the numerous changes in governments and educational authorities which have ocurred since 1979, the nations of Latin America and the Caribbean have reiterated their concern to achieve the objectives of the project and their commitment to it; at the same time, the number and range of official and non-governmental institutions and groups which see this project as a valid means of attempting to deal with accumulated problems and weaknesses, has increased. Since the project began, there has been a considerable increase in the number and impact of the national and regional workshops, seminars and training courses, and it is calculated that about three thousand technical staff and high and middle-ranking officials have participated in these meetings for discussion and analysis.

Possibly the weakest link in the major project is the fact that national communities have still not recognized it as a shared task. The educational management has been solely in the hands of education ministries or secretariats, and so far little has been done to explain the nature and objectives of the project to social organizations which are involved in providing education and have an immediate interest in the achievement of these aims of democratizing society and education. The data given above on the economic crisis which is restricting the availability of financing for education make it unnecessary to go in greater detail into the way that it limits the initiatives which this project implies and demands.

8. The problem of illiteracy continues to be one of the major challenges facing the region. 20.3% of the 162 million adults in the region are still unable to read and write. The number of people considered to be illiterate -45 million- would be even higher if one were to include functional illiterates, and if the statistical censuses for illiterate people were improved and applied with greater technical rigour.

The major project has brought significant progress in the sphere of literacy. Thus it could be argued that the development of a large number of national literacy projects in the majority of the countries in the region is a sign of a greater collective consciousness of the intimate relationship that exists between the democratization of education and society and a sustained assault on illiteracy. The recognition of the complexity of this problem has been taken into account in a number of the national programmes being carried out today which are seeking not to repeat, but rather to improve on the principles and results of earlier literacy "campaigns"; there is evidence that the role of planning, research and evaluation are being reappraised and seen as important elements in the literacy process. In some countries increased importance has been given to the need to deal with "functional" or "regressive" illiteracy, and the need to implement specific literacy strategies with groups of women or indigenous people. There has been a substantial increase in the number of regional and national meetings, seminars and research, and in the production of books and articles to support this common objective.

However, hand in hand with this progress, the programmes have come up against a large number of obstacles and limitations which have not yet been overcome and which make it unlikely that literacy can be substantially reduced before the end of the century. A key problem is that in the conception and introduction of the literacy programmes, only part of the problem has been considered: the main emphasis has been put on teaching reading and writing, without mechanism being established for follow-up and post-literacy activities for adults, or strategies being developed to prevent the appearance of new illiterates (here we are referring to the generalization of basic education for children and young people, and the need to tackle school abandonment and the repetition of years of schooling). In some countries there has been a voluntaristic approach, with official statements stressing the need for national action on literacy but no steps being taken to provide adequate resources or to encourage the opening of channels for the effective participation of social organizations in this task; as literacy has been treated as a purely educational problem, only the ministries or secretariats of education, and within them, very small groups of individuals, have borne the heavy responsibility of organizing and putting literacy activities into practice. Although an awareness of and commitment to deal with illiteracy has not been created in society as a whole, there are a growing though limited- number of initiatives to provide literacy programmes which are alternative to those of the state, being organized by church agencies, institutes promoting education, and other non-governmental organizations.

It is important to note that a large number of the problems of literacy programmes which have not been resolved are the result of mistaken approaches and practices for selecting and training literacy workers, and in a particular, the failure to motivate illiterate people and grass-roots social organizations sufficiently to ensure their participation.

9. Because of the level of development in the region, adult education is one of the least conventional and most varied areas in traditional education. With the exception of what is referred to as basic education, which is of a formal nature and is characterized by its monotony and inertia, the lack of specialization of teachers, and the limited resources provided by ministries or secretariats of education, in the other branches one can find a concern to introduce methodologies and practices which are more relevant to the characteristics and educational needs of adults in conditions of poverty. As we have said, adult education is not the exclusive responsibility of the state's educational apparatus; it also involves a wide range of other official institutions working in the fields of health, housing, rural development, etc, and an increasingly important group of community organizations and non-governmental institutions for research and development.

The training required in all these different cases is linked to the need to overcome the main limitations found in adult education in the region as a whole.

A first factor to be taken into account is the present dispersion and lack of connection between programmes and projects which -in the majority of countries- prevents adult education systems or sub-systems from being created. Adult education structures -particularly in basic education- mirror conventional models of organization and constitute a replica on a smaller scale of the regular education system. The lack of diagnoses or attempts to systematize the general situation in this area of education makes it difficult or impossible to prioritize strategies which would allow the programmes being carried out to take into account the continual changes occurring in the occupational structure of adults.

A key issue, therefore, in dealing with this disconnection must be to improve the approaches and planning mechanisms used today, including here the consolidation of units in the state with adequate technical and financial resources which take responsibility for developing national adult education programmes which respond to new conditions and the new demands of development; evaluation, seen as a process involving the creation and critical reconstruction of the organization and teaching aspects of education, should be transformed into the key factor in this planning.

Nevertheless, the central problem must be how to overcome the inevitable association between and dependence of adult education practice on other dimensions of an economic, social and political nature, and how to gain explicit recognition that the adult's own experience and social practice are key aspects in his/her motivation and participation in organizing education.

Priority population groups

10. Another issue or fundamental demand is that adult education be linked to the participants' employment or work needs. Here a variety of situations can be found which are created by the economic crisis to which we have referred. Hand in hand with the proliferation in urban areas of informal economic activities which are outside the productive apparatus, and of high levels of open unemployment, we find an alarming situation of collective poverty in many rural communities, the concrete manifestations of which are underemployment, low levels of productivity, and the growing dependence of the countryside on urban areas. New structures and improved educational contents are therefore required which are adapted to the conditions of living and opportunities for employment of the urban and rural population, and which are integrated into development programmes and applied through an effective system of decentralization or regionalization of the measures taken jointly by the different public sectors.

Groups living in extreme poverty and marginalized from society must be priorities for attention. Here we are thinking in particular of groups of native people and peasants without access to land, unemployed young people and women.

There are important groups of native people, or "witness peoples" as Darcy Ribiero called them, in countries with pre-colonial cultures such as Mexico, Peru, Guatemala, Ecuador and Bolivia; they live in poor rural environments, and their conditions of poverty and marginalization are made still more acute by the fact that they do not even have access to the land that was taken from them, and that they do not dominate the official language. The efforts being made to encourage intercultural and bi-lingual education are important, although still essentially irrelevant given the magnitude of this problem which has specific cultural connotations and is a clear case of economic and political injustice.

The early arrival at adulthood of children and young people who are forced out of the school system and obliged prematurely to play an economic role in their homes, represents another priority problem which demands a closer relationship between adult education programmes -including literacy programmes- and regular programmes for children and young people, in order to create educational spaces for this age group, taking into account their special problems and situation.

Despite the fact that women's presence and participation in social and economic affairs has increased considerably in the region, one can still find -especially among native and rural populations- cases of adult women who have suffered more severely the consequences of an unequal access to educational opportunities; it is no accident, for example, that in almost all the countries the highest rates of illiteracy are found among women. In relation to opportunitiesfor training for employment, these are restricted to activities in the domestic economy, manual work, crafts and other similar activities which are of little importance in the economy as a whole. An important trend in adult education for women is to link this to pre-school education, starting from the need to encourage and support women in their role as educators of their children, particularly with respect to the early stimuation of their children's psychomotor development and their interest in and encouragement of their children's school work.

Considerable regional efforts will be demanded if provisions are to be made for these groups, with different teaching strategies being combined with plans and programmes for development aimed at providing employment and satisfying the basic vital needs of vast sectors of the population of Latin America.

11. The participation by adults in the different kinds of education referred to is a premise which can easily be accepted in official

discourse or institutional principles or proposals, but it can only be achieved if a series of contradictions outside the sphere of education are resolved. In this sense, the experience of so-called education for the people has allowed positive progress to be made in the theory and methodology of a kind of education which has to start from the adult's concrete needs and interests, the level of organization which exists and, in quite a number of cases, from the space which can be used in particular social and political conditions. Pablo Latapi points out that the more marginal a group of people, the more likely it is that their participation will produce conflicts ("in a society where there are deep class divisions, participation by marginal sectors will be essentially conflictive") and that public statements on participation suffer from two limitations: participative processes involving local groups in concrete communities tend to result in exclusion and discrimination, despite egalitarian pronouncements, and secondly, the failure to analyze the changing forms which community organization inevitably takes. Education for the people therefore, has to try to resolve these contradictions. The training of education workers will be a key factor in preventing over-simplifications in the use of important tools such as participative research to avoid the manipulation and ideological verticalism found in the work of some education groups, and also to resolve the contradiction between giving priority to action rather than reflection without taking the two aspects as part of a single whole.

III. PRINCIPLE TENDENCIES AND STRATEGIES IN PERSONNEL TRAINING

12. Given the issues discussed above, a broad view of adult education must involve seeing it within the framework of socio-political processes which prioritize provisions for marginal sectors of the population and the organization of these sectors of the population in order to reappropiate knowledge and/or create it.

The training and preparation of education workers needs to bear in mind that adult education involves learning in a broad range of areas and that this should occur as an open, conscious and critical process of ongoing education. The aim of this training is to progressively transform present and future literacy and adult education activities into national projects of an alternative nature; this involves linking and co-ordinating adult education with other levels and branches of education, and gradually organizing and consolidating an integral strategy which mobilizes maximum resources.

Another objective in this training of personnel should be to strengthen social solidarity and community organization through discussions on the present situation and history of each country and concrete ways of increasing consciousness about the national situation. A useful approach to take in this training is to see education as a means of improving levels of job qualification and the ability of adult workers to rationalize the use of resources.

Priorities for training

13. When we come to decide which personnel should be given priority in training, a preliminary assessment of the requirements of adult education in Latin America in the immediate future leads us to make a selection and classification on the basis of degrees of responsibility for managing and carrying out educational activities:

- Managerial and technical staff at the central level
- Regional and technical teams
- Local staff
- Community-level literacy and education workers
- Personnel of grass-roots and community institutions and organizations.

14. The managerial or technical staff responsible for co-ordinating adult education programmes at a national or provincial level need training in: the formulation of policies and strategies for literacy and adult education; project formulation: the design, management and implementation of educational processes; programming and administration of necessary

resources; the design of processes for the production of materials; techniques and practices for the evaluation, monitoring and overall control of educational processes; and, finally, in recording and systematizing the experiences developed under their responsibility.

15. The prevailing tenency towards the decentralization and regionalization of education will make it increasingly important to form provincial or state-level teams and to give them relevant training. Their members will need to be provided with information and experience in the production and use of methods, techniques and instruments for research, personnel training, programming (and especially small-scale planning), teaching and learning processes involving participative methodologies, and also in the organization, evaluation and control of activities in the field.

16. At the local level, national programmes often bring co-ordinators and supervisers together with community workers or monitors. These workers need information on simple research techniques involving participation by the grass-roots, the programming and organization of field work, the registration, systematization and use of the data and results obtained from the training of literacy workers; and in the production of lowcost materials based on the critical use of audio-visual techniques.

In training literacy workers or promotors, the emphasis should be on techniques of community research, participative methologies which allow the worker to understand and identify with the people with whom s/he is working, methods and techniques for teaching and learning in groups -with priority being given to those of a recreational nature- development and use of guidelines to monitor progress and evaluate the literacy process, the production of simple educational materials, etc.

The staff of grass-roots and community institutions and organizations -leaders, monitors, community workers- require practical training in community health care, the use of literacy and post-literacy manuals and other materials, knowledge of the productive skills needed by peasants or marginalized city-dwellers.

Priorities for action in staff training

17. The education and training of staff for adult education programmes in the immediate future should bear in mind the following priority areas of action for the region:

I) Reinforcement of national capacity to take responsibility for the training of what are seen as key personnel in each country.

II) Creation and exchange of training materials.

III) Improvements in information and documentation on adult education.

IV) Systematization and evaluation of, and research into experience in this field.

V) Understanding and use of participative methodologies and techniques.

VI) New approaches and practices for the education and re-training of teaching staff working with adults.

18. The aims of the major project, to which the governments have committed themselves individually and collectively, and the demands arising in adult education, make it necessary that the experiences should inevitably be applied on a mass scale. This extension of the objectives or goals raises the fundamental problem of how the existing national institutions or agencies responsible for the training of adult education workers can be bolstered up, or new institutions created.

Experience in the region suggests that the lack of continuity and consistency in the training programmes initiated by national agencies responsible for literacy and other areas of adult education, does not allow trained staff to acquire the knowledge, skills, attitudes and values which would guarantee that their contribution to the programmes they are involved in is adequate. The attendance and regularity demanded by these training processes provide evidence that they copy their organizational models from those used in shools, and are a further argument for changing this approach to training.

The agency or permanent team responsible for planning and promoting training should, in looking at forms of specialized training for education workers in methods, materials, techniques and organization of educational processes, take into account the following elements: the creation of training support services, and the formation of provincial or regional teams throughout the country; provisions to allow selective access to specialized information; the analysis and publicising of innovative experiences in personnel training; the setting up of national networks to allow an exchange and complementation of training experiences and materials. The demands for the reformulation and improving of present personnel training approaches and practices also implies encouraging research aimed at improving these processes of staff training.

19. An integral part of process of educating/training adult education workers is the elaboration of materials, seen as being based on practical work with the participants themselves. This is particularly important if one takes into account the fact that the majority of those involved in adult education communicate solely in oral forms.

It is clearly difficult in national educational processes on a mass scale to encourage adults to participate in the elaboration of materials. However, the concept of "producing with" rather than "producing for" should result in methodogies and exercises which allow adults to draw conclusions and adapt the materials to their own local and employment situations.

Training for the production of materials implies that these be conceived of as tools for education, as the vehicle for a message and a form of expression and participation; it is also necessary to take into consideration the particular strategic value of these materials in literacy and post-literacy programmes in which manuals for reading and writing need to come out of brief but effective research on themes and in which the guides for promoters and literacy workers are a specially important tool for training.

The interchange of materials at a national level -between state agencies and non-governmental organizations, for example- will clearly assist training, particularly if the intention is to share experiences and build on them rather than (as occurs today) copy or repeat them unproductively. This kind of training involves identifying and systematizing these experiences, and also making use of low-cost means of communication which reach a low-eincome audience, in ways that can be copied or publicised by the users themselves.

20. The fact that improvement of information and documentation on adult education is a key factor for training is borne out by the recognition that the existing national deficiencies in these spheres reduce the effectiveness and impact of training. The main tasks to be carried out in this area are the identification and follow-up of experiences considered important because of their innovative nature or because of the mass scale on which they are being implemented, the provision of information on training services and the results of training activities or strategies through periodical bulletins, the improvement of the most relevant statistics and socio-economic indicators -especially those looking at the situation, changes or trends in programmes- as well as bibliographic information, the obtaining of books and documentation which might serve as basic materials for new specialized libraries or documentation centres.

This should be a first step in improving information and documentation, and one that is designed to develop national systems of information and documentation.

21. The use and adaptation of the rich and varied experience that exists in the sphere of adult education suffers because of the notorious lack of mechanisms or strategies which would allow these to be systematized. With respect to the education and training of personnel, systematization makes it possible to understand how educational processes have been developed and used, and thus facilitates evaluation, feed-back and the sharing and transfer of experience.

Other key elements in personnel training are related to evaluation and research methods. Given that any recognition of the importance of evaluation as a mechanism for monitoring and reorienting adult education programmes is limited or totally inexistent, the implementation of evaluation demands a kind of training which involves exercises in the creation and critical reconstruction of adult education processes, as well as an understanding of education techniques to use in reorienting or reinforcing existing programmes or projects.

In relation to research, training should not simply provide an understanding of simple and effective techniques, but should also allow the education worker to define priority issues for research and to shape the approaches used in carrying out this research. Research into the practices used in educating and training personnel and in making evaluations are thus both a necessity and a priority in order to define central problems or issues and have stronger arguments with which to deal with these problems and make innovations in personnel training. It should be recalled here that principles and methodological techniques involved in participative research and research through action have been recognized and accepted as valid for adult education in Latin America.

22. An ability to understand and apply

participative methodologies and techniques is, as we have pointed out, a requirement of all different types of adult education, particularly if we accept that this education must start from the reality and experience of the adults involved.

One of the main challenges we face in Latin America is that one can find conservative, reformist and radical methodologies, these being an expression of the continuing use of styles of teaching of the same nature. It is important to recognise, however, that there is a strong tendency to make the political bias explicit, both in education and in teaching practices; even in countries whose style of development does not support or encourage participation in or critical attitudes towards institutions or programmes, it is possible, at the micro level, to find forms and styles of education which do encourage them.

The "Workshop" is still a valuable methodology in its own right which adult education workers need to understand and be able to use, since this allows them to make an initial theorization of their work, complementing this with the information the group requires in order to improve on the results of the experience analysed.

A specific requirement in the training of personnel working in basic education for adults where participative methodologies should be used, is that "recreation" be taken as a methodological principle as a means of encouraging adults to begin and complete literacy and basic education programmes, and in order to overcome the traditional verticalism and authoritarianism of teaching practices.

Some important problems that need to be dealt with in training are the apparent contradiction between the use of materials providing instruction and those of a participative nature, and the tendency, particularly common in certain kinds of community education, to overemphasize an analyical understanding of reality at the expense of aspects of adult teaching and learning.

At all events, training should be designed to familiarise the workers with open-ended methodological techniques which encourage dialogue and discussion and to allow them to introduce and control them, to make them accessible to adult participants, to respect their potential and limitations and to use them imaginatively and creatively.

These techniques should, most importantly, encourage all the participants to join in the discussion and express their opinions.

Oscar Jara (2) underlines the fact that the important thing is not simply to introduce these appropriate techniques; the crucial aspect is rather how they are used ("the aim is to encourage an orderly participation by the whole group and to set in motion a process whereby the learners appropriate knowledge for themselves, through an active effort to interpret, analyze and synthesize").

23. The importance of the education and training of (professional) adult educators lies in the awareness that these workers have not been trained to deal with the problems and issues arising out of the participation by adults and by their groups and communities in educational programmes. Furthermore, in traditional forms of adult education such as basic education, in the vast majority of countries the teachers have been trained to work with children, and they take on jobs in evening or night schools for adults for economic reasons, while their principal activity continues to be teaching children or young people.

The education received in universities, teacher training centres and even in advanced professional training programmes does not give them the skills to cope with an area of education in which the principal actors are the adult learners themselves, and not the teacher (the use of gruop work techniques and basic tools for social research, the gathering and use of information on everyday life which enables them, together with the adults, to select the most important educational contents and practices, an understanding and ability to apply basic techniques for the planning and evaluation of educational processes, etc.).

Marcela Gajardo points out that it is

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(2) The same author has produced a systematized list of participative techniques, which he classifies into the following groups: techniques involving acting (social sketches, pantomime, role-playing) as a way of making diagnoses or bringing out important problems and situations; informal interviews and the recording of testimonies to obtain information; introductory dynamics taken from everyday life as a way of motivating discussion and providing a symbolic entry point into the analysis of reality; collective reading and analysis of texts and documents; collective production of posters, drawings and puppets; analysis of proverbs, songs, legends, poems and stories; techniques for conveying additional information.

difficult to deal with the problems arising from the way teachers are trained without making substantial changes in the structure and forms of organization of adult education, since while the educators' activities and job profile are planned to be part of a participative approach, their training is based on a classical approach which makes the traditional role of the teacher in the classroom predominate over the idea of working collectively.

The great challenge is to provide specialized training and professionalize the function of the teacher of adults, which implies, in the majority of cases, administrative measures being taken in ministries and secretariats of education, the creation of a degree course in adult education and associated specialized training courses in higher education centres, as well as the improvement and reorientation of the educational practice of teachers working with adults at present.

It will also be necessary to do further research into experiences in the education and training of multi-faceted teachers who can teach both children and adults, and who are able to apply educational practices which allow the school to influence the organization and promotion of the community in which it is based. This kind of teacher is especially important in poor rural areas, where the basic or fundamental educational needs of peasant families, and their educational needs related to production, to social services or community organization demand that the educator have the above characteristics.

IV. MECHANISMS AND INSTITUTIONS FOR THE PREPARATION OF PERSONNEL FOR ADULT EDUCATION

24. There are a large number of institutions with the capacity to implement the strategies and priorities referred to. There is a wide range of activities, institutions and options which could be valuable in carrying out education and training programmes for personnel working in adult education. Universities, state institutions responsible for national adult education programmes, teacher training centres, private and para-statal institutions for research and the promotion of education, regional and sub-regional international agencies, are all developing -though from different view-points and with equally varied educational practices-actions which are influencing the way that adult education workers participate in programmes, these generally being run by these agencies.

However, the lack of links and inter-relationships between these institutional alternatives, results in a dispersal of already scarce resources, and often confuses and undermines the organization of local people who are overwhelmed by the multitude of offers of education. This situation has repercussions on the potential for training personnel and makes it necessary for new forms of inter-institutional relations to be established.

25. The first question to be considered is that of the dynamic relationship between the state apparatus and the actions carried out by non-governmental organizations (NGOs).

The training programmes offered by public or state institutions should be planned taking into consideration both national requirements and the objetives established by the nations of the region in terms of literacy and adult education. These programmes generally respond to official education policies and existing criteria on institutional coordination for staff education training and the distribution of resources. They give national-level coverage with operational differences based on geographical factors. This cover is also conditional on the regionalization and descentralization measures which may exist in different countries.

The NGOs, on the other hand, generally work on a small scale and have multiple opportunities for developing educational activities which involve preparing their own resources, allowing them a high degree of coherence between ideology and methodology.

It is obviously desirable that these two types and forms of educational practice should co-operate. This however, depends on the political characteristics and institutional practices of the governments and the extent to which both the governments and the NGOs are open to putting the various forms of co-operation into practice. In some countries space is created and in others the non-governmental bodies gain their room for action: in both cases the key moment is the legitimation or legalization of these non-official institutional activities.

In some countries joint training activities have been started (3) , bringing clear benefits for members of the community who are the key actors in adult education. In other countries no such link exists and may not even be possible, given the frequency of situations of conflict characterized by misunderstanding and the counterposing of institutional interests.

The collective demands for trained personnel and the introduction of qualifications for adult educators makes it desirable that, in countries where the presence of non-governmental bodies in adult education activities or programmes is permitted and encouraged, efforts should be made to really link up actions, in the interests of the adult population itself. The viability of this process of coming together will depend on new strategies and principles for co-operation being introduced. Thus government agencies responsible for literacy and adult education programmes will need to be able to give expression to the political will of their governments to identify and evaluate new experiences in order to stop them from remaining isolated and small-scale experiences and to support and gradually expand them, ultimately transforming them - should their results merit it- into general principles guiding national policies and plans for adult education. At the same time, non-govermmental organizations should, if the socio-political conditions favour this kind of co-operation, make real efforts to reassess the role, potential and importance of schools, teachers and, in general, of the action of the State in providing education on a mass scale for poor children and adults, and should also agree to co-operate with state agencies- without losing their own institutional identities- in carrying out research and systematizing experiences in the sphere of training.

It would be valuable to establish some key ways of encouraging this kind of participation through the universities:

- Introduction of degree courses and intermediate qualifications for teachers or educators of adults.
- Increasing training alternatives for educators of adults by introducing options for training in different techniques, methodologies and curriculae.
- Promotion of studies and research which contribute to making the training of personnel in different branches of adult education more viable.
- Establishment of agreements with state institutions as a basis for assigning tasks and responsibilities in the education and training of those personnel considered crucial to literacy and adult education programmes.
- Signing of contracts with non-governmental organizations and international agencies to introduce specific alternatives for personnel training.
- Updating the teaching methods of their own teaching staff, in order to end the traditional emphasis on the dictation of information and to allow them to link their teaching work more closely to research in the field and to introduce more appropriate organizational models for education, training and advanced training.
- Making a collective institutional commitment to support literacy programmes, especially those directed at priority groups within the population where more research and diagnosis is required, to provide specialized training for personnel -as, for example, in the case of literacy work with indigenous peoples- and to train teachers and students in the universities themselves who offer to act as literacy teachers.

27. The financial restrictions in force in the region and the new meaning wich has been given to the training of personnel considered essential for adult education demand concrete expressions of solidarity. One of the most appropriate tools for making this solidarity real and operational is what has been termed horizontal co-operation, which has become more necessary today than at any time in the past.

This horizontal co-operation could be interpreted, in the case of adult education as solidarity based on the exchange of information and experiences between institutions in two or more countries, with a view to working collectively to overcome the challenges involved in developing adequate literacy programmes and other areas of adult education.

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(3) In Bolivia the National Literacy and Popular Education Service (SENALEP) organized events with private organizations which led to the production in 1984 of unified grammars for quechua and aymara. In Brazil, the new Educar (ex-Mobral) Foundation spent almost 70% of its operating budget to enable universities and education centres to contribute to literacy work and basic education for Brazilian adults.

There is clear evidence in relation to horizontal co-operation on adult education that the issue of the training and education of personnel attracts the greatest interest in the countries in the region. This horizontal co-operation on training between adult education institutions has taken many different forms, and it could be developped in many others, such as the interchange of specialized staff, scholarships, exchange of specialized training, joint training programmes and projects, joint programmes for the production of materials, or bi-lateral analysis of training experiences.

While the starting-point for effective horizontal co-operation must be the efforts of national institutions to co-operate with each other, it is clear that in recent years tendencies have emerged which make it both necessary and desirable that those national efforts come together with or be reinforced by co-operation at the sub-regional or regional level. It is here that supra-national or international organizations can and should play a particular role through their contributions of technical and financial assistance, because of their own need to establish priorities in the use of these resources: they should encourage a continuous exchange of offers of and requests for co-operation, in order to make full use of the capacities and services available in each country in the different areas of adult education.

What have been the most important experiences in horizontal co-operation which could in one way or another affect the achievement of an improved training of personnel to carry out the priority tasks referred to?

Before looking at these experiences, we should mention the present tendency to establish regional networks as the most important mechanism for stimulating and making possible horizontal co-operation between national institutions.

One of the most long-standing of these is REDUC, the regional network which specialises in collecting and inter-changing bibliographic information and documents on education. While it covers all areas of education, many of its member institutions -the majority of which are non-governmental organizations- are engaged in important adult education activities.

The regional branch of the International Adult Education Council, CEAAL -the Latin American Council for Adult Education- is at present encouraging the formation of regional networks grouping non-governmental organizations involved in community education for adults in specific fields such as women's education, education for native people, education for peace and human rights, popular communications, alternative literacy and participative research.

The OEI (Organization of Ibero-American States for Education, Science and Culture) is organizing discussions and action on the training of personnel involved in teaching adults and the publication of materials describing alternative experiences in adult education. The OAS (Organization of American States) has for some years been supporting government integrated rural development projects and -more recently- literacy projects which involve an exchange of experiences between institutions participating in the projects during the time that they are implemented.

CREFAL (Regional Centre for Adult Education and Functional Literacy for Latin America) whose headquarters are in Patzcuaro, Michoacan, Mexico, is an institution which has been supporting the education and training of personnel from Latin American countries for the past 35 years. The large number of documents the institution has produced and its long tradition of meetings for discussion on and training in important issues in literacy and adult education have made it an institution which should take an increasingly large and influential part in supporting these new demands for preparation and specialization for personnel involved in adult education programmes.

The accumulated experience of the Major Project in the Field of Education for Latin America and the Caribbean and the need to create mechanisms to enable the countries to achieve its ambitious objectives, led the Intergovernmental Committee which is responsible for running this Project, to call for a Regional Plan of Action to be drawn up and regional networks to be established whose emphasis would be on the training of the staff considered fundamental for the development of this project at a national and regional level; the Regional Education Office of UNESCO (OREALC) was given the task of promoting, constituting and supporting these networks. In relation to this task, OREALC is promoting three regional networks aimed at training personnel in the fields of the planning and administration of education (REPLAD), teacher training (PICPEMCE) and adult education (REDALF). These networks are being developed as catalysts which seek to consolidate horizontal co-operation between institutions in member countries.

The Regional Network for Training and Specific Support for Adult Education and Literacy Programmes (REDALF), which was set up in September 1985, has been promoted by OREALC, and is associated with CREFAL in providing technical co-operation for many of the activities carried out by its member institutions. It was initially constituted by ten important institutions which are responsible for national literacy and adult education programmes in as many countries, and by CEAAL which participates representing non-governmental experiences in education for the people. Its main lines of action are the carrying out of projects to create or consolidate national training institutions, the production and interchange of materials, the creation of national and regional information and documentation mechanisms, the encouragement of research and the systematization and evaluation of training experiences. A central aspect of the methodology it has adopted is the creation of national networks linked to REDALF, which make it possible to consolidate national horizontal co-operation and strengthen training for adult education staff in the different countries.

Other organizations which could play an active part in supporting the consolidation of these policy and strategy alternatives are the Executive Secretariat of the Andres Bello Agreement (SECAB) for countries in the Andean region, the Latin American Association of Radio Education (ALER) and specialized agencies in the United Nations system, such as FAO, UNICEF and the ILO.

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ALTERNATIVES IN BASIC EDUCATION FOR ADULTS

Félix Chaparro

I. CHARACTERISTICS OF BASIC EDUCATION FOR ADULTS

In this section we will set out the characteristics of basic education for adults in Latin America, including some aspects which are important for purely descriptive reasons.

The aims of encouraging "participation" and "social solidarity" are common themes which appear in official documents explaining the education policy for adults in all the countries in the region (to "develop mechanisms for social participation" in Brazil, to "create awareness of the need to participate" in Colombia, to "put into practice the values of peace, solidarity and democratic co-existence" in Chile, the "raising of consciousness about social solidarity" in Mexico, "democratic and participative, aimed at the masses and at creating consciousness" in Nicaragua, etc).

In relation to other national education activities, basic education for adults is considered only a low priority, as can be seen from the way that budgets and resources are allocated.

In general, the planning and organization of basic education services are the responsibility of centralized administrations, but in a number of countries there is a tendency for these processes to be decentralized (in Brazil and Mexico, among others).

The programmes are normally aimed at people of over 15 years of age, although exceptions can be found (as in Colombia where it is for young people of over 12 years of age, or Nicaragua, where the programme is for children of over 10 years old).

Basic education provides for people who are "under-educated" (individuals who have not completed primary schooling) as much as or more than for those who have only just become literate.

The people involved are mainly young (more than half and as much as two-thirds of the total are under 30) and include a high proportion of women.

Among students of basic education one can find large numbers of housewives, domestic workers and unemployed people who together make up the majority, whille manual and office workers represent a minority.

The numbers of people provided for by this form of education are low. In Brazil, of a total of 35 million people of over 15 years old with less than 4 years schooling in 1980, 1,450,000 received basic education between that year and 1983 (only slightly more than 4% of the total potential demand). In Mexico, of a total of 18,237,000 people over 15 years of age who in 1982 had not completed their primary schooling, an average of 550,000 were provided with education between that year and 1985 (aproximately 3% of potential demand) and of 6,792,000 with an incomplete secondary education, provisions were made for 750,000 (11% of demand). In Colombia, of a total of 4,761,600 people of over 15 years who had not completed primary education in 1983, 42,000 were provided with basic education in the period between 1980-84. In Chile, education was provided for 299,277 adults in the period between 1980-84, while in Nicaragua the number provided for was 150,000 in 1985 and in Panama approximately 10% of potential demand is covered.

Félix Chaparro: Specialist in adult education curriculae. This article is an extract from a support document presented at the Regional Technical Seminar on alternatives in basic education for adults held as a contribution to the Major Project (Colonia Tovar, Venezuela, 29 September - 3 October 1986).

The number of people completing or graduating from basic education is also very low. (In Mexico, for example, over the four years between 1982-85, less than 60,000 primary school graduation certificates were presented, and just over 55,000 certificates of secondary schooling; this is 0.3% and 0.8% respectively of the potential demand).

The exception is Cuba, where between 1973 and 1982 just over 1,000,000 adults graduated from "6th grade", and between 1975 and 1982 approximately 200,000 graduated from "9th grade".

Goverment education agencies tend to define the levels in adult basic education in terms of their equivalent in the regular school system. Thus the terms, "years", "grades" or "levels" are taken as norms for making comparisons (6th and 9th grades in Cuba, 4th grade in Nicaragua, the first three grades in the Dominican Republic, the first 4 grades in Brazil, the 8 years in Chile, primary and secondary education in Colombia, Mexico, Paraguay and Venezuela, etc).

The curriculum for adult basic education maintains these equivalences with the regular education system, but implies that the different needs and interests of these students are taken in account. However, for the apparent purpose of "easing the transition" to regular basic education, one often finds an almost complete identity in the contents of the curriculae of the two systems, especially at the secondary level (for example, in Costa Rica and Mexico, as well as other countries).

No alternative curriculae are offered, and a single model is used in each country, without any adaptations being made to different surroundings or geographical areas (city centres, suburban, rural, etc), or to the needs of different groups (adolescents, adults, native people, women, men, workers, the unemployed, peasants, factory workers, office workers, etc.).

Basic education is seen as an "introduction" in the sense that it provides the information necessary to enable a student to gain access to some form of specific technical training, i.e., to training in work skills. But basic education and training for employment are not treated as integrated areas, although in some cases the complementary nature of these two aspects is indicated in courses to teach skills and abilities in fields related to a trade (tailoring, cooking, embroidery, ceramics, photography, hairdressing, etc.).

In general Bloom's taxonomy is used in establishing the objectives of the curriculum, and these are therefore expressed in terms of "conducts".

Harmony is not always achieved between the general objectives and those of the increasingly specific and concrete spheres such as: the objectives of areas; of different parts, grades or years; of units or lessons (as is the case in Colombia and Mexico).

Furthermore, the objectives generally include the "cognitive dimension", of behaviour, but ignore the "psycho-motor" and "emotional" aspects.

The curriculum is usually divided into areas which include Language, Mathematics, Natural Science and the Social Sciences (or similar subjects given different names). This structure can be found in a number of countries (Brazil, Colombia, Cuba, Guatemala, Mexico, Nicaragua and Panama).

The contents used in teaching these subjects are unrelated to the adults' real lives and in their breadth bear some resemblance to an encyclopedia (because of the emphasis on the accumulation of data). The prioritization of cognitive objectives and the nature of the contents chosen usually results in learning activities which put a premium on the amount of information obtained at the expense of the ability to analyze, critically assess and evaluate it, and also of the capacity to use it.

On some occasions the feasibility of the educational activities is questionable given the lack of opportunities available in the students' immediate environment, the lack or inaccessibility of resources, the circumstances in which the student learns, the absence or inadequacy of advice, etc. The resources available for fulfilling the requirements of the curriculum are text-books, exercise-books, handbooks providing guidance, and other printed materials. In some countries back-up is also provided through the mass media.

The evaluation of the use made of basic education and of the extent to which its objectives are achieved concentrates fundamentally on assessing the amount of knowledge obtained, that is, on the cognitive aspects of the students' behaviour.

In open or distance-learning systems, a set of objective tests is used, and in particular, tests involving multiple-option questions. There is a great range of examinations: partial, final, regular or free examinations, examinations by level, grade or year, overall examinations, etc. The examinations are given in different forms, on a de-centralized basis or separately, at different intervals and different moments.

Official institutions control decision-making about which students are to be awarded certificates, and the procedures for obtaining certificates generally follow the normative criteria set out in the curriculum. As a rule, no mechanisms exist for assessing areas of knowledge and everyday experiences not included in the curriculum.

Curriculae are designed, texts prepared, programmes drawn up and tests and examinations put together at a central level in all the countries.

The curriculum is divided into grades, years, cycles or levels of different lengths according to whether distance-learning and open methods of education are used, or school-based methods demanding attendance by the student (evening or night schools, or the "third day") but it is always completed more rapidly (is shorter) than those used in the regular system.

In relation to the people responsible for coordinating the learning process in basic education, a variety of different situations can be found. In some countries, like Chile, qualified teachers are generally used, whether or not they are specialists in adult education, whereas in others, such as Colombia, Mexico and Nicaragua, people with different employment histories and levels of education (ranging from the same level as the adults with whom they are working, to university education) are chosen, whether or not they have teaching experience.

In these cases, the individuals are given fairly brief training by agencies whose experience in personnel training is not necessarily related to the field of adult education, or by institutions that are working in this field, but which have no experience in personnel training.

Frequently the training programmes do not adequately resolve questions about the framework for adult education, the way of putting it into context and the basic concepts involved in putting it into practice. It often fails to satisfy the need for training in methodological and technical aspects and in the tools which are appropriate for this specific area of work.

Universities and institutions of higher education, on the other hand, do not have a relevant degree of participation in training community-level staff for adult education.

Turning to another issue, the salaries of teachers on permanent contracts are low, and the payments made to community agents not employed within the institutions are seen as a "compensation" (or these workers are treated as "voluntary workers" or people engaged in "social service" and therefore receive no payment whatsoever).

The number of hours each week spent on these activities is low, and even in the case of teachers on contracts, it tends to be less than the time spent on other teaching activities.

The degree of permanence, continuity and stability of the different basic education workers is also low.

Finally, although there has recently been an increase in research activities, there is very little relationship between these and the area of basic education for adults.

The contribution made by research has been of little relevance to the global decisions (in terms of policies, strategies and the planning and evaluation of programmes) taken by the education authorities, and in general research is not planned to fulfill this objective.

However, there are some studies of a "participative" nature which help to make use of understanding of some aspects of reality and use this in solving small-scale problems. But there are not only few studies of the grassroots, but also a large number of gaps in the areas covered, a situation which can be explained to a great extent by the lack and unsatisfactory distribution of resources for research.

II. SOME THOUGHTS ON THE PROBLEMS OF BASIC EDUCATION

The aims of official adult education projects reveal a curious coincidence over conceptual ideological questions such as "participation", "solidarity" and "democracy".

It is unlikely that in countries with political regimes, economic structures and social processes as different as those of Brazil, Colombia, Cuba, Mexico, Chile and Nicaragua, the concepts of "participation", "solidarity" and "democracy" could be understood or given the same meaning

Not only can one find a great variety of uses and interpretations of these concepts, but also contradictions and chasms between what is said and what is meant, between discourse and reality, between intentions and practice.

Linked to the above, one finds that in the recent history of Latin America there are many examples of concepts which have influenced the different forms of development of adult education.

Today ideas about adult education, ongoing education and community education, the relations between these and the way they are put in context, are particularly important.

In relation to this point, Rodriguez Brandao says, "While adult education is a way of compensating for the social need for an unequal distribution of knowledge, community education is a radical project, and ongoing education is a moderate project which involves giving a new political, pragmatic and symbolic meaning to the whole of education...

The operational principle of adult education is the subordinate individual, and its operational goal is the community, while for community education, the operating principle is the community (as the social place in which the people find realization) and its operational goal is the mass movement (the political point at which the working classes find realization). This is the crux of the conflict between the two. Whereas for all forms of adult education (including participative education) the purpose of educational work is to transform the political work of the mass movement into social work in the local community, for community education of all types, the purpose of educational work is to transform social work in the local community (where the social movement of the community is located) into a mass movement of political dimensions. And it is also intended to help in developing the results of this transformation. The mass movement is the dynamic of community education, just as it is the dilemma of adult education". (1)

These arguments and observations allow us to understand some related issues such as the degree of priority given to basic education for adults, the budgets and allocation of resources for it, and to explain the origins, motives and reasons for its fall from grace.

The descriptive information given in the first chapter, and the data obtained from research and investigation co-ordinated in Chile by Eugenio Rodriguez, by the INEA in Mexico, and by Rosa Maria Torres in Nicaragua provide elements for examining the subjects of basic education for adults.

The fact that there is a predominance of young people can be initially explained by reference to the "compensatory nature of this kind of education with respect to the regular system" (in the words of Verónica Edwards).

Basic education for adults is thus converted into a "parallel system for adolescents who because they are working, or for economic or other reasons, are unable to enter or remain in the regular system".

A significant percentage of students at present involved in adult education are unable to study in the regular system "because they are too old, because they cannot pay the fees, or because they need to work". (2)

There are also cases where the lack of schools and the problems in the service provided by the regular system make adult basic education the only option for young people and even children to continue their studies.

Of the large number of women studying, the most important group are housewives with school-age children whose principal motivation for entering basic education is "to help their children".

This fits in with the expectations and roles which society assigns women as "passive and subordinate subjects" who fulfill the functions of mother, wife and housewife.

As a result, their entry into basic education only suggests the possibility of personal improvement or self-realization within the narrow sphere of family relations.

In countries like Nicaragua there is another aspect, in that women's involvement in basic education centres "is, in itself, a daily and renewed act of emancipation" (according to Rosa Maria Torres).

The occupational situation of participants in basic education provides evidence of low levels of income and restrictions in different fields of social participation which influence their motivations and expectations, and the way they perceive and evaluate different aspects of the educational process.

"Descriptive" studies indicate that the motives of "continuing on to another level of education"" and "improving employment prospects" are not the most important, and are associated with low expectations of success.

The studies also indicate that the desire for "personal improvement" is a more common reason among adults for entering basic education, and even when they have few expectations of achieving success, this reason is more important than that of "continuing their studies".

This evidence would appear to suggest that the students are not hoping to achieve "concrete" results from what they learn in basic education.

Also important is the students' opinion that "what they learn" is most useful in social relations and not for work.

All this is evidence both of a clear understanding of the real situation in employment and education, and also of a correct evaluation of the feasibility of the student participating in either of these fields in the future.

In relation to the design of curriculae as single models to be introduced at a national level, despite the heterogenous nature of the population they are intended for, we find an incapacity to provide institutional educational responses which can only be explained in relation to an ideology which supports and gives meaning to the political definition of priorities in governmental projects. This kind of response cannot be justified in terms of a scientific and technical inability to understand the reality of the target population nor by referring to budgetary problems and the availability of resources.

According to Rodriguez Brandao, "The exclusion from school and from education of members of the working classes means that they are not intended to receive regular education. This is explained by the political and economic need, especially in dependent capitalist societies, to maintain an inequality of opportunities in education. Therefore adult education, existing on the margins of *the* education system which throughout its history has educated workers, middle sectors and masters *differently,* cannot be provided as a kind of complete special education for indigenous people, peasants and workers. It must be an institutionalized and not accidental form of education...but one which compensates structurally for inequality, while at the same time concealing this role of compensating and overcoming inequality". (3)

These observations also provide a basis for looking at the problem of the lack of coordination between basic education for adults and training for work. The so-called complementary employment training programmes focus on teaching skills for work in the personal services sector, such as hairdressing, tailoring, knitting, weaving, embroidery, cooking, photography, etc.

Because employment training is focussed in this way, the students have no opportunity to obtain work except in areas marginal to the productive structure.

The type and quality of the training courses offered makes them more appropriate as opportunities for learning "hobbies" or interests than as training to increase the student's abilities and competence in the labour market.

In relation to the models used in developing basic education curriculae, we find that "individualistic and behavioralist approaches" predominate, even though official declarations emphasize "participation", "social solidarity" and "critical consciousness" as a means of contributing to "personal and community development", " improving living conditions" and "promoting transformations and change".

According to Cayetano de Lella and Ana M. Ezcurra, these models effectively see adults as individuals belonging to "conglomerates" or "anonymous and unorganized masses" (4).

Furthermore, the much acclaimed participation by the adult is denied in all the countries from the very moment that the contents of the curriculum begin to be selected and organized and the educational materials produced.

With respect to the organization of the curriculum into areas, María Rosa de Sarubbi warns, from a theoretical perspective, of the "dangers of being unintelligible... that is to say, of making generalizations that do not refer to real concepts and that therefore lack clarity", of transforming information into "passive descriptions which do not encourage an enquiring mind or an active process of learning", a "superficial approach, since the breadth of information covered makes it impossible to go into anything in depth", and the fact that they (the different disciplines) are "taught separately" (5).

There are concrete examples of educational practice where these predictions are borne out and which demonstrate the disadvantages of a kind of organization which is adopted because of errors in the way that education is conceived.

For example, documents describing the

intensive primary education course introduced in Mexico, state that the curriculum used is organized into areas of learning, that is to say, that it is based on an inter-disciplinary model. However, this kind of organization is only formally observed since, in the case of the Social Sciences and Natural Sciences, the disciplines concerned (History, Geography, Physics, Chemistry, etc.) are taught separately.

Moreover, the interrelationships that exist between the different areas are ignored, since in general, subjects in one area are not used to link up with similar subjects in others and sometimes explicit references in one area to another are even given using factually incorrect data.

These weaknesses in the curriculum, and especially those related to the contents and the way in which they are treated, are given concrete expression in the text books used.

On this point, Raul Vargas makes the following comment about the texts used in Mobral's Integrated Education Programme in Brazil: "The subjects referred to in the Language textbook... are simple and seek to present the universe in unproblematic, explanatory terms which do not encourage critical responses, but rather an acceptance of knowledge, news and information" (6).

The group working at the National University of education refers to the Colombian textbooks in the following terms:

"The vision of history presented in the 2nd and 3rd handbooks is characterized by a presentation of isolated events... this does not allow the student to understand the relationship between the past and the present, but rather makes the past a date to be memorized", "the handbooks do not mention the historical development of legal and political processes in the country" (7).

Another example is given by the third book on Social Sciences used in Mexico's Intensive Primary course. This demonstrates the encyclopedia approach, since it attempts to summarize world history in 300 pages. It starts from the Egyptian, Chinese, Hebrew and Phoenician cultures; continues on to the civilizations of Greece and Rome, the Middle Ages and the Renaissance; then looks at the period of the Colonization, the Enlightenment, the Industrial Revolution, the French Revolution and the Independence of Latin America. It also covers the differences between capitalism and socialism, the two world wars, and the Internacional agencies. Finally, there is a complete section on the history of contemporary Mexico.

Furthermore, as Ana M. Ezcurra points out: "Social Science textbooks appear to seek principally to transform student's behaviour to conform to specific desired practices. Their language is oriented more towards behaviour than to consciousness. The information given tends to be a tool to ensure the acceptation of the prescribed attitudes".

There is an "oversimplification of the study of social phenomena. The concern is not to analyze, but rather to direct behaviour towards the solutions proposed".

"Solutions are offered in terms of improving living conditions in the place in which the student finds him/herself". Information "is never presented for what it is: a theoretical and ideological option, and not the passive reflection of a transparent reality" (8).

These comments on the textbooks and their contents in relation to the student's inhibitions recalls the genesis of the idealized concept of "knowledge".

This idea of "knowledge" may lead the adults to believe that all the information selected, referred to and given for them to learn is good.

If "everything" is good, then it is not necessary to make changes or to alter the contents, even though the students often cannot understand them.

When students fail to understand the contents, two hypotheses are put forward to explain this problem. One suggests that the problem lies in their own ineptitude, and the other that the difficulty can be found in the textbooks used as vehicles for or to transmit the contents.

In the first case, the students see themselves as ignorant, and probably use the fact of having had little schooling, and that many years ago, or their lack of time to study, to justify this situation.

This position may even lead to a positive attitude towards subjects that are "difficult", and to the view that the ability to understand depends on the students themselves who need to make greater efforts to study. These efforts are generally associated with a kind of learning that focusses on the memorization of contents. If they use the other argument, the students criticize the textbooks for not presenting the contents sufficiently clearly.

If the textbooks cannot be made easier to understand, it becomes necessary to introduce supplementary roles in order to ensure an understanding of difficult contents.

The purpose of this is to "resolve doubts", "explain", etc, and it is always the teacher or advisor who takes responsibility for this task.

On this point, Rosa Maria Torres says that in Nicaragua:

"Pre-conceived roles have a strong influence which is expressed in different ways".

The role of the teacher continues to be given excessive importance by both sides particularly when the co-ordinator has studied at higher levels (Secondary or University level). The term co-ordinator is itself hardly used or may not even be known and the majority of students prefer to address the worker respectfully as "professor" (teacher)" (9).

The reference to "both sides" is sufficiently important to merit some comments on the teacher's own view of the dialectic between the relations with students and his/her own role in developing curricular activities.

On this subject, Rosa María Torres says: "Their inadequate cultural background, their lack of training or teaching experience, their limited understanding or total failure to understand the methodology proposed, leads them to cling to textbooks, handbooks and guides, thus preventing them from developing a dynamic class learning process, from enriching or filling out the contents with their own contributions or from making innovations".

"The coordinators recognize that they are often asked questions to which they do not know the answer".

"Writing on the blackboard, reading aloud, answering questions and copying or doing exercises in their notebooks are the activities which both students and coordinators mention, in that order, as the main ways in which students participate in the CEP, and as the concrete forms of participation that they request from the coordinators" (9).

These difficulties in carrying out their work are not particular to the coordinators of the CEP in Nicaragua. In Mexico, according to research by the Centre for Educational Studies, "the workers say that they give their students exercises to do", "they do not study subjects which are not included in the textbooks", and the majority, "claim to spend the entire session on traditional activities. Presentation of information, excercises and answering questions are the main activities" (10).

This means that central element in the educational processes is presentation, based on repeated activities involving the transmission of information.

The textbook represents the original source and true harbinger of information, with the teacher serving as a means of reproducing this information and a mediator in communicating it.

To teach is to transmit information, and to teach well involves giving a lot of information and communicating a variety of messages which a good teacher will help to make clear and understandable. Learning involves receiving and registering information, and learning well means memorizing all the data contained in the messages; the good student achieves this by paying close attention to the teacher and working hard at the exercises given.

In short, a system involving asymetrical communication and a vertical line for the transmission of information has been established, which tends to encourage the accumulation and uncritical repetition of data. The methodological problems cannot be attributed solely to the teacher, but also to the structure of textbooks and educational aids.

If one considers all the aspects related to the contents of the curriculum, textbooks, students, teachers, and the learning activities, one might conclude that none of the participants (neither the education workers or the students) have much reason for satisfaction, nor are there very good chances of the students continuing in basic education. For example, professional teachers in Chile say that they are poorly paid and do not have adequate teaching materials, and the majority feel that they are better trained to work with children (according to Eugenio Rodríguez) (11).

The coordinators of the CEP are "demanding the regularization and up-dating of the training workshops, and stability and improved training for the workers responsible for the workshops" (9). These demands can be generalized to education advisors in almost all countries, who also complain of the lack or inadequacy of technical assistance and educational materials.

The students suffer problems associated with the use of a poorly-integrated curriculum, the encyclopedic approach, difficult textbooks, traditional methods and incompetent teachers.

The presence of all these problems in the open educational systems based on student attendance must generate centrifugal forces independent of environmental or external pressures, which also contribute to the instability of the education workers and the tendency of students to drop out.

This is not a novel conclusion, at least not in school-based systems, nor will it be foreign to those responsible for managing official institutions providing basic education for adults.

For many years there has been a marked tendency to encourage open and distance-learning programmes and to make greater use of the mass media in a justifiable attempt to take educational services out of schools.

The aim is, through this "opening up", to extend educational opportunities to meet the growth in potential demand, to increase the effectiveness of the system and to improve the participant's achievements, which ultimately reflects a quantitative concern under the guise of democratization.

Quantitative problems (such as population growth, increase in the numbers of people not covered, increasing demand, budgetary limitations, lack of resources, etc.) can be overcome using effective technologies (television and open systems, rather than teachers and schools, the modern versus the traditional) to achieve democratization (massification versus elitism).

However, Kaplun points out that, "the model for the new methods was the traditional school, the verticality of whose relations was merely accentuated when they were transfered to the mass media. The framework of reference used was not the real concept of non-formal education, instead it was felt that just by abolishing the school premises, education would automatically be "de-formalized", independently of the methodology used and the subjects taught. As the use of mass media became generalized - with the uni-directional nature of the media being accepted without criticism and without seeking alternatives - the possibility of introducing inductive methods involving active decodification was rejected, and the method based on presentation-impostition of information was fully adopted. Thus what appeared to be an advance, a modernization of teaching by associating it with the new electronic technologies, led, in educational terms, to stagnation and even to a move backwards" (13).

Among other important issues, it should be added that the programmes transmitted by the mass media (and in reality basic education textbooks as well) are often considered the "basis" for learning, while the structure of the social relations in which the adults participating in educational activities, "receive, distribute and produce cultural messages" is ignored.

This problem is linked with the language used whose unfamiliar and complex nature stands in the way both of the adult understanding and of his/her maintaining an interest in the messages (contents).

Many researchers consider that these efforts to "de-school" have been a failure, this being reflected in the levels of inefficiency and repetition found in open systems.

In practice, the technical staff at central offices often take responsibility for designing a system of evaluation (and monitoring) to be used in the education programmes. The system is an expression of the desire that the programme will be effective, in the sense that it looks for guarantees that the aims, objectives and targets will be achieved, and ways of improving it (elements to enable the correct decisions to be taken at the right time).

All this is intended to increase the programme's "impact", but paradoxically, it is this aspect which receives least attention in the evaluation (the personal and social development of the participant and his/her community).

In monitoring progress, it is usually suggested that enrollment, attendance, the use made of education, and the numbers of graduates be used.

There is particular institutional interest in evaluating the way in which learning is used.

In this sphere, many proposals have been put forward for self-evaluation (by the individual) and participative evaluation (by the group) to be used, but these activities are not taken into account when it comes to assessing the student's qualifications or chances of promotion. (In order to validate studies and issue documents and certificates, formal evaluations are made based on the normative criteria set out in the curriculum).

On the other hand, there is a lack of interest in evaluating the curriculum as a whole (its contents and methods, the media and educational materials used, and the training given) and while only the cognitive results of learning are taken into account, these are neither analyzed or used to modify different aspect s of the educational process.

With respect to research into basic education for adults, a series of problems are found which are related to those in other areas of the system (small budgets, lack of resources, shortage of trained staff, etc.).

One important aspect is that research may be carried out from a perspective that emphasizes the role as an "external" task, or a combination of activities "within" the commnity and "outside" it in which the education worker is involved in order to contribute to the formulation of policies and objectives for a programme. Or the study may take as its main focus the full participation of the "subjects" in planning and developing educational activities in the community in an autonomous manner.

Normally the production of knowledge "outside" the community is seen as making a contribution to modifying "reality" which is independent of the research process.

The "participatory" generation of knowledge, on the other hand, is seen as contributing to transform reality in a way that depends on or is part of the research process.

Frequently, "external research" is seen as having a predominantly descriptive character, both in terms of its intentions and its results, and it is associated with the "positivist" scientific tradition.

The definition of the universe to be studied, the range of samples, the criteria for the selection of variables, the design and the use of instruments and methods of analysis make this into a "quantitative" type of research, which seeks to be as objective as possible, showing this in the measurement and correlation of the phenomena studied.

The usual criticisms of "external-quantitative" research refer to its partial view of the social situation, the gulf between theory and practice in its scientific activities, and the way that it sees the community studied as "an object", the members of the community remaining outside and marginalized from any active participation in the research process and decision-making based on the results obtained.

The characteristics of participative research are those of a "qualitative" approach, which rejects simple descriptions and seeks to take a global perspective in studying social reality. It implies a co-operative research practice, involving interaction between the researchers, education workers and members of the community, in order to give rise to a collective learning process which transforms the environment in which it is carried out.

The differences in style and emphasis found in the external-quantitative and the participative-qualitative approaches reflect different concepts of research and the characteristics of the researchers associated with different ideological and political positions. However, this does not necessarily mean that all "quantitative" research is necessarily the product of conservative views, or that all "qualitative" research expresses a desire for and commitment to change.

What is true that little research is carried out by the official institutions, and the majority of the findings that are produced end up as part of the mass of information available to a small group of specialists, but do not make either a direct or immediate contribution to transforming education, and much less to transforming society.

In this summary of the main problems of basic education, considerable discussion has been made of some aspects while others have been omitted, or touched on only briefly and in a superficial manner. The problems that exist are many, and there may be many different criteria for placing these in order of importance.

Therefore the approach taken here does not imply that the importance of the other problems being is denied, sidestepped or played down.

On the contrary, we have made our options in terms of the quality of the problems and the fact that they arise within the institution, rather than from environmental, external or extra-institutional factors. This is appropriate given the character and purpose of this work, which is not merely to denounce existing problems, but also to suggest possible alternative solutions.

III. SOME THOUGHTS ON THE NEED FOR INNOVATION

In the first half of the 1980s a number of different political situations can be found in the countries of Latin America.

Some countries have governments and regimes of a democratic nature (whether these have more liberal or conservative tendencies) which have come to power through elections. Others have governments which have come to power through revolutionary processes, while the rest have military or authoritarian governments which have seized power in coups d'etat.

At the level of the economy, we find a fall in per capita income of 9% between 1980 and 1985.

In the same period, there was also a fall in the rate of capital formation, as one can see from the fact that the coefficient of gross investment over production fell from 26% to 16%. There was a loss of 6% in the value of exports in 1985, and terms of trade dropped by almost 3% in relation to 1984.

We find balance of payments problems, inflationary pressures, a reduction in economic activity, an underutilization of the productive capacity, and a fall in internal spending.

The central, but not only issue in this situation of generalized crisis is the foreign debt.

In social terms, and underemployment have increased, affecting all categories of the workforce, but particularly young people and women. There has been a serious deterioration in real wages, and poverty is becoming more widespread and more acute, affecting those sectors who are traditionally worst off and especially those living in rural areas where more than half of the population are almost or completely penniless.

In this context, it is difficult to predict how governments will respond in defining programmes for political and economic action, but it is easy to imagine what the social effects of the crisis will be on the population as a whole, and specifically, on those sectors who are the target for adult education.

If an evaluation of the background and present problems of basic education are sufficient argument for the introduction of changes, the results of an analysis of the likely future situation not only provide justifications, but demand modifications and transformations.

The key question is: which changes should be made, which are both feasible and appropriate? and above all: What should be done, why, for whom and how?

It is therefore a good idea to begin by defining some questions.

The vast majority of the countries of Latin America are dependent capitalist countries, and this is not simply a characteristic of their individual economies, but also conditions and colours the governing regimes and State policies on the one hand, and on the other, the conditions and processes of participation of the worst-off sectors.

It also gives rise to a particular kind of dialectic in the relations between the State, governmental and non-governmental education institutions, education workers and learners.

In all the variety of possible situations, it is true that a non-governmental organization has a large number of opportunities for defining and determining the direction of its educational activities, and for carrying these out with the maximum of ideological coherence. However, its operational capacity tends not to be very extensive, and this explains why doubts are raised about expanding and spreading its efforts, and not about making innovations. This occurs because they generally have very rigid objective limitations in relation to the first areas, but can afford to be more open and flexible with regard to the latter. Thus conditions exist which can be used to create an institutional commitment to introducing innovations, and projects can be developed and programmes introduced at the micro level without great difficulty.

The problems arise when the activities become part of movements of people from low income sectors (involving participation and aimed at producing transformations in society) which take on an overtly "radical" character. This is the danger point for the experience and those responsible for it, because it means eventual (or certain) repression by the State apparatus (which is "external" to the organization carrying out the educational activities).

The situation of the government educational agencies is very different, and they have fewer opportunities for deciding their own activities.

Subordination to the educational policies of the State, dependence on the priorities established for the distribution and allocation of the education budget and on the criteria for the coordination and integration of resources; the lack of guarantees of institutional stability and the lack of continuity in the management, organization and development of activities, are problems which are felt more strongly and are more important here than they are for non-governmental education organizations.

The coverage provided by the services of the government education agencies, despite the restricted terms in which these are defined, is greater than the of the non-governmental organizations.

As far as the issues of coverage and innovations in relation to established education policies are concerned, two general types of situation exist in the official institutions, which are worth discussing.

On the one hand, when faced with the evidence that the quantitative goals established have not been achieved, there is a tendency to seek explanations of this failure within the general environment (the context external to the organization itself).

On the other hand, the difficulties arising from arising from the "attempt" to make qualitative modifications in the services provided and to introduce truly "transforming" innovations, lie in the fact that these may become "contradictory" to educational policies, and even be "subversive" (and deviations from the guidelines and norms laid down can be observed and dealt with within the organization responsible for the educational measures).

This is why more or less consistent arguments are generally used in referring to the links between community education and the State, which talk of its "monolithic and impenetrable" nature, or of the "gaps, cracks and fissures" in the government educational institutions, and of the "permissive" or "repressive" conditions which exist.

In a similar way, other explanations are given for what could be called the concepts of "existence" and "absence".

For example, it is said that no adequate diagnoses have been made to allow a characterization of reality or, therefore, to shape it in relation to the most important factors and variables. However, it is not these apparent absences, or even the likely weaknesses in diagnosis that hinder the interpretation of reality, because generally the political discourse of these institutions reflects or refers to "basic needs".

Indeed, diagnoses exist, but what is lacking is the political will to modify the (diagnosed) reality and in consequence, objectives may be formulated in statements of educational policy which are intended to produce transformations, but in practice these are denied.

We need to look in greater depth at the clarifications made above, not only so as to make aspects of the diagnosis more precise, but rather in order to assess what can feasibly be changed, and what cannot.

It is not right to abandon the field of education because there is no positive political will to act, there are no resources available, or because there are no trained teachers, nor to call for changes in national policies or higher budgets and only begin to make changes once these have been obtained.

Furthermore, emphasis on education for the people and on participation and a high level of faith in these does not necessarily mean that the terms are being used correctly, even when they express genuine and respectable feelings.

What one needs to stress is the validity of affirmations both of the need for change and of the barriers and limitations to achieving it.

The heterogeneity and complexity of educational conditions in Latin America demand studied and judicious analysis. A very high degree of commitment is demanded if advantage is to be taken of all the possible and available spaces and opportunities.

The selection and recognition of relevant aspects of basic education which are associated with problems within the institutions, and proposals for innovation based on them are ideas which merely suggest starting points and minimal measures to be taken to increase the number of common activities.

The proposals rest to a great extent on the basic assumption that links the appropriateness of the innovation with its feasibility and the opportunity for introducing it. But if the will does not exist to go beyond modernizations and the introduction of technocratic measures, it will not be possible to create the conditions for or to obtain results from the innovations proposed (in the sphere of research, the curriculum, the mass media, teachers and evaluations).

Given the risks and dangers implied by this situation, we should insist that the proposal to make innovations these spheres only has any point if it involves an ideological and political analysis and a questioning of the discriminatory role of existing research and teaching models. (In turn, this analysis and questioning will be sterile if a connection is not made with the discriminatory functions of the educational system and the very structure of society).

IV. SOME THOUGHTS ON INNOVATIONS IN BASIC EDUCATION

There have not a large number of innovations in the broad field of adult education, and still less in the specific sphere of what might strictly speaking be referred to as basic education.

Furthermore, the few innovatory measures that have been introduced have been taken by non-governmental organizations of different kinds, but generally with limited spheres of influence and perspectives for expansion.

The desire to make changes and the innovatory measures taken by these institutions not only emerge at some distance from the official agencies, but they also come up against indifference or rejection from these agencies, or they receive little or no support. To this must be added the severe restrictions on the availability of documentation, information and reports on innovative experiences which is, moreover, common or similar to the situation found in relation to other subjects in the field of adult education. This problem is aggravated by the fact that even the projects and programmes for which there is information tend not to describe the criteria and tools for evaluation which are planned or actually in use.

In the cases where evaluations have been made, the methodology is not explained which does not make it easy to make an analysis or comparison of findings.

As a result it is dangerous to say that a set of educational activities is of an innovative nature when adequate information is not available on which to base one's opinion.

Many of the experiences do not refer specifically to adult basic education, although they could undoubtedly contribute to raising questions and encouraging enquiry in this field.

The different experiences on which information is available may be divided into different groups in order to link them with the different areas and subjects found in basic education.

According to Silvia Schkmelkes, educational innovations aimed at the peasant population may be divided into three basic categories, one of which includes "all those which seek to offer adult peasants the general basic education they need for work but were not given at school". She goes on to say: "even at the hipothetical level...rural education, and here we include both formal and non-formal innovative education, has not demonstrated its usefulness in the daily lives of peasants farming at or below subsistence level in Latin America".

"The educational innovations which may be oplaced within the non-formal sphere and which have been introduced in Latin America have in every case had only tenuous effects, which are little better than those of formal education" (12).

Well-founded arguments of this kind cloud the hopes placed not only on the possibilities of change, but also on the potential of non-formal educational activities in comparison to the regular system. Jose Teodulo Guzman, in referring to planning based on insertion in the community and discussing one of the two possibilities which preliminary conclusions point to, underlines that: "self-evaluation indicates that the field of non-institutional innovation (de-schooled, flexible, and not directed towards obtaining a diploma) is much more restricted than educational promoters originally imagined". He later adds: "in short, it would seem that the idea of offering de institutionalized opportunities for education to a great mass of the population is not viable given the multiple barriers erected by the social system. In this sense it would appear that the possibilities of cultural action being successful are inversely proportionate to the radical and non-conventional character of the educational action" (13).

At the same time, the concern for education for native people is defined and focussed on the terms "intercultural" and "bilingual", which obviously rejects and relegates the interest in making innovations in basic education, as this is usually understood.

There is one field which is definitely part of basic education, but which is only exceptionally associated with adult education: work with children under 14 who have dropped out of or dropped behind in the regular system.

As a final summary and without passing judgement on a considerable number of positive experiences which can be found in the region, we will refer to some general questions.

These concern the more or less explicit differences which exist between the emphasis found in the different proposals, and which can be seen in the concept, design and development of the curriculum in terms of the kinds of subjects identified and their relationship with the objectives, the selection and organization of contents, the teaching aids and learning experiences.

Experiences, their results and the ways of evaluating them (quantitative and qualitative criteria, objectivity and subjectivity, the scientific and the ideological approach), and also the limitations, difficulties, obstacles, an social and educational perspectives together with other issues, provide food for thought in relation to the question of innovations.

Given the above, it is important to make an analysis of the following subject areas:

a) Research

b) The curriculum (and its contents)

c) Educational support materials (books and communications media)

d) Evaluation

e) The "teacher" (and methodology).

This proposal is based not merely on the relevance of these subjects to the different types (open and attendance-based) of adult basic education, but also on the quality of the institutions and their influence in generating the problems associated with these subjects and the conditions which would make it feasible to look for alternative solutions.

It is suggested that each of these five subjects should be studied and discussed separately, but taking into account the interrelationships between them.

Furthermore, it is useful in discussion to bear in mind and use as a point of reference, the key themes of "the characteristics of the subject (student)", "processes of participation" and "the characteristics of the context".

With respect to the study of each specific question, it is valuable to point out how these are related to certain aspects.

In the case of research, it is important to make a critical assessment of whether this should have an external or participative nature, whether it should be descriptive or explanatory, quantitative or qualitative, the fields or subjects of study, the criteria and methods of data collection and analysis, and the communication, application and use of the results.

For the subject of the curriculum, given that it is a concept that covers various aspects of the educational process, discussion should limit itself to looking at the selection and organization of contents. (This limitation should not prevent the subject of the curriculum being linked to other areas which are normally included within the concept of the curriculum itself).

In this sense, it is possible to make an analysis of the use of single models, and the potential for diversification; the model of organization divided by areas, its advantages and disadvantages in relation to other approaches which do not take disciplines but rather basic core subjects; the complementary relationship with employment training; criteria for the selection of contents; and the relevance, utility, extension, sequence and integration of the contents.

In the case of textbooks and the mass media, we could look at whether they are a basis or support for learning, whether they represent a source or vehicle for knowledge; the way contents and messages,difficult and complex subjects are treated; the transmission of information, "consumption", "prescription", "presentation-proof", "explanation-problematization"; "analysis-critique"; linguistic aspects and the vocabulary, images and illustrations; educational aids and planned teaching.

As regards the subject of teachers, it is important to look at their experience and abilities, their motivations and the way they see themselves, institutional systems of payment; the dialectic of relations with students, supplementary roles, methodological selection, flexibility in the use of models, "presentation-memorization", "analysis" and "instrumentation"; teaching oneself and teaching oneself with support.

In relation to evaluation, it is useful to discuss criteria and instruments, objectivity and the validity and types of tests used; the field of study, the inputs, processes and results; the curriculum and learning; validation, issuing of certificates and documents, and impact; self-evaluation and group evaluation.

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SCHOOL AND TEACHERS: HALF-WAY BETWEEN HYPOTHESIS AND DEDUCTION

Justa Ezpeleta

I. SCHOOL UNDER SCRUTINY

Daily life at primary school is the field of interest for our line of research. This line attempts to reconstruct the set of processes through which the institution comes to life. Processes such as appropriation, control, resistance, negotiation, reproduction among others, conform the social content of daily life and activities at school. They mark its daily work with variable and relatively constant characteristics. Identifying and isolating these processes -partial or final stages in relation to the proposed aim- implies a hard theoretical and methodological task with continuous revision and elaboration of material. The necessary search for support in the research at hand is evidence in turn of the great shortage of empirical studies with a similar out look. It thus becomes necessary to re-elaborate existing contributions in order to take up again, reformulate or generate concepts and categories of analysis pertinent to the scale under study.

I propose to present here some of the dialogues maintained with theory in order to advance towards the construction of analytical tools. To do so I will deal in particular with the discussion about some notions and concepts which have been most in vogue in order to characterize or to theoretically reconstruct schools and teachers.

In order to understand the meaning of this dialogue it is necessary to define precisely the framework for our questions. Initial questions such as: what is school? what does it consist of? how is it constituted every day? what sort of things happen within it? lead us first to locate ourselves on the scale of daily life and simultaneously to make a critical revision of ethnography (1).

The ethnographic alternative constituted the methodological option chosen to contribute to the knowledge of the "real-concrete" object which school represents. Outlining daily life supposes facing an unknown area within *theory* of school's reality. Choosing ethnography means, in turn, working with a method which will allow us to document what has not yet been documented. There is no doubt, moreover, that the "documented" school is far from including the everyday life dimension. In the project "Teaching Practice and its social and institutional context" we have carried out research on fifteen state schools which present a rich spectrum of variety. In more than half furthur observations were made and each was followed up. The aim was to grasp and to reconstruct the heterogenous daily life of each school as a previous step to localizing recurrences and/or tendencies. The aim, however, was also to acknowledge that it is at each one of these schools where the proposals for reform "modernization" or "change", new teaching alternatives and continuously renewed political and social aims arrive. It is at these specific places -and not in the abstraction of the system- where these proposals fail or succeed. To think in terms of political or educational interventions such as teacher

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training, new contents or teaching methods, trade union organization, etc., makes it necessary to bring the single school on to the stage, transforming it into the centre of analysis. Its context, its scheme and its dynamics offer the real and possible conditions for any kind of intervention.

After this characterization of the school, the "educational system" appears as an abstract construction with a burocratic, technical or political existence, the universe of which is made from the total sum of schools; or more precisely, from the sum of *common elements* which *formally* define its institutionality and shared by the school units, such as legislation, norms, rules, programmes, labour and wage hierarchies, etc. Schools, characterized by the system through formal and common attributes, are treated as and supposed to be *homogenous* communities. Consequently, the theory of the educational system constructed over this universe works on a different scale (3) from the one in which we are not interested. The analysis of this theory from the point of view of our interest allowed us to draw guidelines and points of confrontation, but also confirmed the impossibility of conceptualizing starting from the theory -by deduction- about daily movement which gives shape to the school. Once this difference in scale is pointed out - and this is also a difference in aim- it cannot be denied that the school in which we are interested shares the formal normativeness of the system. Its singularity, however, unfolds in other dimensions of reality which, despite not being essential for an analysis of the system as a whole, are decisive for daily activities. At this level, where real conditions of existence are important, normativeness is integrated in very different ways

II. THE FRAMEWORK OF OUR QUESTIONS TO THEORY

The analysis of authors such as Haller, Gramsci and others who have worked on social problems which are not specifically educational allowed us to adjust our concept of daily life, the limits of which we have discussed in other works. It is useful, however, to remember some of this concept's basic points, since this is essential in order to understand the school and the subject we want to re-construct.

Daily life operates both as a theoretical and an empirical referent in our work. It constitutes the specific ambit wherein men reproduce themselves as social beings while, in this same act, they generate the possibility of social reproduction (4). This is one of the senses in which daily life is historical. Besides, however, it has its own discontinuous history, which cannot be explained by itself and which acquieres a winder social sense in it that is linked to the historical movement of society. It is from this viewpoint that our concept differs from that which characterizes daily life as the world of non-problematic routines as in Berger and Luckman, although it may include it (5).

"The concept of daily life limits and at the same recovers a set of activities *launched and articulated by particular subjects.* Activities observed at school, or in any other context, can be understood as part of daily life only insofar as they *refer to these subjects...*

As ar analytical category, daily life is distinct from non-daily life on the same level of concrete reality. What is regarded as daily life by one person or group of people is not always seen as daily life by others"... "It seems possible to define a recognizable subject through the "set of social relationships" which give shape to his particular world... a 'concrete' subject not because it deals with an individual but because of the historically specific nature of those relationships" (6).

For this subject (7) the small world of daily life contains his life and within it his work, his multiple activities, and the various meanings which he gives to every particular situation. Therefore, the necessary referents in order to reconstruct daily life at school are the subjects who constitute it. Of these, teachers, pupils and parents are amongst the most constant. Under specific social, cultural and material conditions they - carry out the singular everyday existence of the school and through doing this they reflect - with shared meanings - all the formal and non-formal elements of the system, merged with those of their social surroundings.

It should be pointed out that "the profile of daily life and of the particular subject as significant referents *defines a first* possible *analytical level* of observable activities in any kind of social context. For the researcher this set of daily activities is articulated and must be possible to articulate from many other analytical levels... In these other analytical levels ,social continuity or discontinuity may be reconstructed and the historical meanings of diverse practices found at school may be interpreted" (8).

Opening up the horizon of daily life in order to examine school allows one to notice situations which do not easily appear under normative observation.

For an important sector of the adult and child population, school forms part of life. For some it is their place of work, for others, the socially defined place where a sixth of their time is spent during some years of childhood.

In the daily experience of these subjects, crossing the school gates simultaneously represents continuity and rupture. Continuity of displacement between contiguous social ambits which are experienced on the same level, continuity of identity of the subjects; rupture and momentary acommodation to different institutional and social demands, readjustment of identities to the roles proposed by school.

On crossing the school gates, theory usually sees subjects as "exclusively" teachers or pupils, too often forgetting that these are the repeatedly circumstancial aspects of a "whole" subject, who does not lose his social identity merely by practising them.

Reality allows us to see a school where every day adults and children display multiple tasks and exchanges, either prescribed or not; where transmission materializes in diverse ways within and outside the curriculum; where parents manifest their support or resistance to school policies and defend or demand their rights. A school where teachers practise their profession and organize their trade union life and where pupils learn the most varied kinds of social contents; an ambit where dominant power is also present - albeit not always explicitly, - conditioning the forms of daily activity. From this perpective, school is the concrete ambit where education develops, and exists. It exists, however, filtered and contained by an institution which is formed thanks to the crossing and fusion of multiple social, educational and non-educational processes. It seems necessary, in order to get to know it better, to reconstruct this persistent and changing institution theoretically. An institution which is always the product of an identifiable time and space.

Our research proposal underlines in a major way the grasp of social, that is to say, *historical* contents, which give meaning and continuity to daily activities.

Thus, for example, we are not interested in locating formally defined hierearchies or their communication networks, but rather in gaining knowledge about how they are constructed and the contents at play in order to maintain them. As Gramsci would say, it is not the fact of communicating in one or other direction but that which is communicated which seems substantial to us.

In this sense, our attention to daily life allows us to state that both the contents and the institutional forms of regulation found in school by far overflow the provisions of official normativeness and change at different rhythms to those supposed by it. It is also possible to notice that at the same time, or at times to the detriment of established hierarchies, these are others based on local appraisals which define the true power at school (9). A school or a teacher who are not by themselves objects of a conceptual construction. Sometimes they are *supposed,* at other times they are *deduced* from analysis referred to other scales (for example general and particular characteristics of the educational *system* are used to deduce the general and particular characteristics of the school). I shall attempt to show this through the review of some contributions from educational and sociological tradition.

III. ABOUT THE PEDAGOGIC VIEW

I understand pedagogy as a theoretical form about a *specific social activity* which takes up philosophical and -in a broad sense- political proposals. The debate about the idea of man, society and their relationship constitutes the axis which historically crosses the constitution of this discipline. According to it, education is the very content of this relationship. The priority given to one or other of these terms -subsequent to an option-gives shape to the character and meaning of education expressed in educational theories.

From the point of view of politics (10) and in relation to the consensus which equilibrates social life, this is a necessary kind of idea express -wich reference to a certain spectrum of collective activities- the desirable orientation of a society and its individuals' destiny, embodied today in school activities in particular.

Linked since its origins and up to the present to a philosophical tradition, education displays a set of 'universal' categories at a level of abstraction which deasl with man as genre. Nothing is further from universal categories than a search such as ours, for categories which will allow us to grasp daily life, that which is heterogenous and contradictory, that which is historically singular.

Now, if we understand the heavily axiological content of education, if we know that it is not constructed on an empirical basis, if its discourse may be unquestionable taking into account its social -ideological and political-function, it would be correct to ask oneself the point of questioning education in this debate. Why this sort of useless discussion which would demand from the discipline concepts and categories it is unable to offer?

I think there are several reasons to dwell on education. Firstly, because of its conversion -in "common sense" terms- into the implicit or necessary theoretical reference to deal with the broadest possible spectrum of educational or school matters. The long accepted- use of the term "theory of education" generally as a synonym of pedagogy, contributes also to the ambiguity of that reference. While suggesting on the one hand the urgency of improving education with a theory of another kind, it suggests simultaneously that which is to be expected from any theory in the scientific field, viz., the possibility of its givilng an account of the behaviour of an area from real life. Thus, in the void between explantory possibililty and the aspiration to a theoretical body which will accomplish it, the conditions are created for common sense to offer its own reasonings.

This strange relationship between pedagogy and education would merit study. Throughout history it has produced an illusión of a discourse about reality and with this the eclipsing of real processes in favour of a theory which is -and cannot but be-normative in nature.

This has not been the case in other disciplines, also rooted in philosophy, where a progressive interaction between reality and theory has been possible.

Theory, sustained by the *analysis of reality*, changed its contents, adjusted its epistemological collection and widened its possibilities of comprehension. Sociology and psychology, among others, are recognizable within this type of movement. In the case which concerns us, it does not always seem evident that a theory which *guides* action is not necessarily that which can *explain* it.

It is true that this lack began to be overcome when, towards the end of the last century, the historical conditions were created for the rise of the education sciences. While not making up for the absence of a more comprehensive theory, they have produced advances in knowledge about partial aspects of the phenomenon, with their basis on research.

There is another reason, moreover, which gives meaning to this reflection. This is related to the historical roots of educational conceptualization, to the weight of this tradition in thinking about education and subsequently transferring it into the school. It is convenient therefore to calibrate the level and the scope of its categories, on the basis of which it is often necessary to go forward.

Both in empirical work and in the revision of other work, we had to confront important legacies in order to examine school. To a large extent this legacy responds to the classical categorization of the discipline. Aims, methods, teacher, pupil, pedagogic relationship, school-community relationship among others, define even for academic common sense the basic fabric of what can and canot be seen at school; of what is relevant and what is not.

Categories of pedagogic discourse synthesize a double operation. Thus, while pointing to where to look, they define what is "correct" and what is "incorrect". When operating in more general abstraction they identify on the one hand areas of school reality and simultaneously freeze them by defining them according to normative contents.

Consequently, it is difficult to find (and construct) a view of the school without seeking "in that which should be examined" what is good or bad, because "one knows" previously where to look and what "should" and should not happen in this ambit.

Far from seeking to measure "efficiency" or "quality" -concepts related to that basic design of pedagogy- our questions insist on getting to know what happens at school, how its everyday historical life is built. At these questions, that "one knows", which is only a hypothesis, becomes a true epistemological obstacle. It becomes an obstacle by confusing pedagogic discourse -which is absolute in a philosophical sense- with school reality, which is material in a historical sense.

Placed at the level at which pedagogy operates, we would be unable to question its attention to what is good or bad in relation to *its* aims. This view, however, is no longer pertinent when we ask ourselves about the modes of existence of the school (aims included); when we are interested in evaluating, with its own values, the congruence of its being and its should be. The valuing attitude which is present in the educational system, in teachers, in schools and which is to be expected given the social aims of its work becomes dangerous when it filters in different ways onto the sciences which pretend to study it. This attitude has retarded for a long time the knowledge of the processes which conform school life.

With reference to school, pedagogy constitutes the best expression of the theory which, to a large degree, ignores it and *supposes* it. For this discourse school is the scenario where every thing is "given" for the fulfilment of the aims of education (11). Something like the physical space which houses the encounter between pupils and teachers; the place where the "pedagogic relation-ship" occurs, which is the essential channel for the transmission of socially valuable knowledge. Pedagogy has not been interested in working on the institution. Its central interest is and has been education -in its most abstract and generic sense- and its discourse has never alluded to the material conditions for its fulfillment. The school of this theory is almost an imaginary entity, free from all historical and social mediation or conditioning.

With relation to our interest in the subject, pedagogy has not been able to do without the teacher, centrepiece for its conceptual construction. It has also characterized the pupil, -on whom we shall not now dwell- with theoretical resources similar to those used on the teacher.

Every pedagogy develops, as a consequence of its axiological postulates, an image of the teacher. It systematically deduces the ideal transmitter needed by each proposal. In this way one may identify the good or bad teacher, the good or bad headmaster. (And it is worth remenbering that many of these characterizations will also converge in the concepts of "role" or "profile"). This teacher is a "model", an archetype, never a person with concrete roots in reality, that is to say with contradictions and values beyond those related to the school.

Explicitly built around values and what "should" be, pedagogy implants a one and only possible view of school reality, viz., that which measures the distance or similarity to the norm, the aim, the ideal. When the force of this disciplinary tradition imposed this systematically valuative view onto school life, it excluded the other vision, also necessary for its knowledge. That is, that which seeks to know what happens there, in order to know how it exists, how so-called school and educational processes develop and what they consist of.

The secular pedagogic tradition draws on many representations of those working in school and those interested in it. These categories operate in reality both in the teachers' common sense and in some aspects of the organization of their work. As far as we are concerned there is a pedagogic dimension -in the explanations and representations of the teachers- which forms part of the object of this research. This is different, however, if we rely on a theory which coud pint it in context.

IV. ABOUT SOME TRAILINGS IN SOCIOLOGY

There has been much research by the social sciences into school, in particular by sociology, anthropology and to a lesser extent by social psychology (12). The processes which have been investigated are also diverse, as are the theoretical and methodological matrices which have oriented these studies. Many of these studies have nourished ours; they have operated as a point of support and comparison in order to analyze the theoretical hypothesis which underlie the formulation of their questions and categories of analysis and consequently they have been useful in order for us to adjust ours.

To look for the school as a live social form is, for us, to conceive of it as accumulated, rearticulated history. It is to think of it as a product of all social sectors involved in it and not only of the will of the State; as a synthesis of practices and conceptions generated at different stages in the past. Thus, its present appearance does not seem homogenous or coherent and it seems necessary to make its present stage more intelligible.

The integration of the historical dimension, specifically in its daily life expression, defines a perspective which has not been usual in the study of the school. Therefore, in the analysis of previous research it is not difficult to notice what for us constitutes a double absence. In the first place, the absence of history as such, actively operating as substrata giving meaning to present praxes. Secondly, the more notable absence of daily life as a *theoretically constituted referent,* where history makes itself present in fragmented and even contradictory terms. A history which lives in subjects and in their praxes, giving shape to the roots of institutional behaviour. That is to say, the inevitable filter for all the new technical prescriptions generated by school administration.

To think about schools as the "product of all sectors involved in it and not only of the will of the State", points also to a difference in theoretical perspective with a large part of previous studies. Because although different social sectors -especially subordinate ones- have been the object of analysis in some of their school situations, the dominant idea has been to take for granted, in the first place, the confrontation between those sectors and school guidelines and then, very often, theoretical analysis has adopted school guidelines as the perspective for research in order to look at (or measure) the other pole.

To ask oneself about school as "live social form" also recognizes an educational motivation. The attempt to know what happens at school, how it is constituted day by day, is an attempt to find explanations for its functioning as well as its possibilities of assimilating of new alternatives. Therefore we are interested in looking at the school as a *totality* and from the point of view of its institutional *specificity;* what distinguishes it as an institution, rahters that what assimilates it through its formal organization to the mode of conduct shared by institutions as a whole.

From these points of view we might say that the basic questions of the studies examined have arisen from different motivations to ours. Generally they have been defined within fields of knowledge which do not necessarily recognize an educational concern (sociology, theory of organization, siciolinguistics, sociology of work, etc.). Questions defined according to the theoretical and thematic matrix of their respective disciplines, with their corresponding analytical legalities, to be studied "in a school situation" in order to confirm there the peculiarities of functioning of some processes, their modalities, or their relative importance at school. In turn, the greater theoretical accumulation of these disciplines has allowed then to draw a precise outline of specific, previosly defined, objects, mainly centred around interaction processes in relatively controlled situations.

These are all readily identifiable, real problems in this ambit, where nevertheless, from our point of view, the school context is either not incorporated or is treated as a "background" almost in the sense of the container for the action under analysis.

Just as we say that pedagogy forgets or supposes this school we are interested in studying, we can say that in general the social sciences generally *deduce* it, although sometimes they suppose it. Theirs is a classic tendency in microsocial studies (both anthropological and sociological) which has carried out research on some kinds of specific processes in the classroom. Independently from the rigour of their analysis, it is curious that all of them, starting from the classroom, suggest conclusions about the school.

To mention just one of these studies we might remember one by Parsons an "The school class as social system" (13). In this as in other works it is possible to perceive a certain kind of resonance of pedagogic thought assimilated into the idea of institution and of roles which belong to functionalism, where both kinds of normativeness generally coincide (14). Behaviours are analyzed according to the concept of the role, or more recently from the point of view of "school culture", that is to say, from that which can be expected according to the definition of the institution. On the supposition that the school *is* the classroom, the school in itself, as a historical and institutional totality is not dealt with. Therefore, faced with this repeated theoretical absence, the analyses about the classroom can be generalized to *the* school. In our view the school does not result from the addition of life in the different classrooms nor can it be deduced from what happens in them.

I will comment on two kinds of contribution. One centred on the implications of the concept of role and the other referred to the derivations of the reproductionist current with relation to our questions.

A critical reading of the concept of role

The concept of role, together with that of socialization, which we owe to sociological theory, were profitable instruments in the first non-pedagogic approximations to social life at school; they still are when their use is pertinent to the questions of the investigation. Their descriptive or explanatory capacity is limited, on the other hand, when the problems to be studied are of a different nature to those which were present during their emergence as categories. It was important for our study to discuss them, because the view of the social sciences (and the sciences of education) most in vogue about the social "actor" is based on them. This social actor is the subject of sociological tradition and therefore the nearest character to the theoretical subject we are interested in constructing.

The idea of role, in this tradition, gives the necessary anchorage between institutional order and the individuals who make these institutions fuction, i.e., who "act" them. It is also the way of including the actor in this social order, from a perspective placed in the structural scale of society. One should remember the genesis of this concept, as it helps one to better understand the scope and limitations found in it through our interpretation.

Conflict or harmony, the possibility of integration between social and individual interests, constitutes one of the central points in positivist reflection, which lies at the origin of these concepts. Committed to the strengthening and the stability of the "new social order", this reflection generated one of the first and most solid proposals for the scientific analysis of society. The concept of role is a tribute to that historical interest in understanding and strengthening the growing model of society (an improvement over monarchical order, instorer of republican ideologies and organization, creator of the "citizen" -egalitarian concept compared to divisions between strata-, etc.). This situation allows us to better understand that the role as category may synthesize the various conducts of the individual required by *the institutions* in order to carry out their social "functions".

The reign of this kind of sociology, its consolidated academic hegemony among other reasons, has marked this category as one which resolves individual and socialized action for any analytical need, emptying it of its attachments -by definition- to institutional needs. These needs are always related to a historical social structure and consequently express a specific system of domination (although the system at play, in this case the "new bourgeois order", may have thought of itself as the last and best expression of social organization).

With this historical allusion I attempt to give an idea of the conceptual ties of the idea of "role" in order to show its distance from our perspective.

In other studies, and for want of a better metaphor, we have characterized it as need to construct a vision "from below", that is, from the sum of social sectors committed daily towards the existence of schools; organized or not, from the point of view of their heterogenous appropriation of institutional rules, for which these do not constitute necessarily the central axis for the structure of their activities, although it may be difficult for them not to be present. For us this axis has precise historical contents, generally rooted in the traditions of the subordinate classes, in their "constructed" forms of appropiation of reality which include their dialogue with power, which materialize in customs, practices and conceptions and which, when speaking of the subject, we synthesize as his "know-how". From this, he *actively takes possession* of the institutional game and constructs a school reality which in general does not correspond with the homogenous one supposed by the educational system.

This subject of active appropriation -loaded with diverse sentiments with their roots in the past- is different from the "actor" who through his role *internalizes* the *institutional* norms and values. Although the role prescribed by the institution has variable limits regarding the necessary conducts for the individuals according to their position in the structure, from the perspective of the daily life of the subject, the role defines a condition with *relative* power to influence his activities.

The subject of the sociological tradition remits rather to the individual who "acts" roles defined by the institutional norms (15). Like "socilialization", role is a category which abstracts the *common minimum* from the multiple social determinations of the subject. That is, the minimun space out of the "expected conducts" of the institution in order to play its game.

Towards the end of the sixties, we learnt of an enriching of the classic theory of roles and socialization developed by Berger and Luckmann (16) tributaries to symbolic interactionism and to a philosophical, anthropological and psychosocial tradition, concerned in thinking the subject. It seemed to us then that the strait jacket of the institutions began to give way as active actors were rescued in order to construct the institutions. And in fact this contribution refined the possible examinations of schools' activities. We thus began to integrate its categories to our work, until social conflicts and the concrete history of our countries, not only ignoring institutions but in many cases doing away with them, confronted us with the limitations of this proposal.

Berger and Luckmann help us to notice the im-portance of interaction and of some of its mechanisms -objectivization, internalization, etc.- in the daily construction of the institutions. At the same time, however, they outline a totally abstract individual, who incessantly seeks routines which will save energy, the generation of typifications, the transmission of the same; never further than the framework of interpersonal, intersubjective interaction, free from any kind of conditioning, inaugurated every time two people meet (until they are typified) and from which institutions *result*. The power of this individual is such that they state... "social structure is the total sum of the typifications and of the recurrent guidelines of inter action established through them".

Institutional reality lies in the *face to face relationship* between people. The forms and mechanisms which these authors present as institutors of social order are lacking completely in social contents which might express relationships of force, impositions, ideologies, stages, specific configurations. Nevertheless, Berger and Luckmann work with basic parameters of space and time to centre human activity, but they are not incorporated as history, as social container, as the collective production of men. When they talk of historicity there is no story or concrete argument. Historicity is their way of naming *temporality* in "individual consciousness" ("personal flow of time which is based on the psychological rhythms of the organism") and in the transmission of objectivizations and meanings from the adult to the youngster. Just as there is no history, nither is there any organized society according to any system of power.

The old sociological concern for the relationship between individual and society also underlies this proposal. Its questions point towards the solution of the tension between subjective meanings (of Weberian source) and social facticity (conceptualized by Durkheim) or, more precisely, to analyze the passage of meanings into objectivizations. We believe that the very nature of the questions defines the context of analysis and even the level of abstraction pertinent to its treatment. At such a level it is not possible to integrate social history embodied in concrete subjects, and this weighs on the formation of the institutions. It is worthwhile to acknowledge, on the other hand, that it is our questions, which differ from those of Berger and Luckmann, as well as a different theoretical standpoint to start off with, which make us note this impossibility or open up our nostalgia today for what we are not able to find in them.

V. ABOUT THE THEORY OF REPRODUCTION

In another kind of studies, characterized as macrosocial studies, we located another source for the deduced concept of school with its origin in sociology which has reigned strongly among us for the last century. We refer especially to the reproductionist current, critical or marxist in nature (17).

This reference is of special interest,

given that it is the only case, in this revision, which deals with a theory directly derived from empirical research . It may be that the operation of extracting "theory" in abstract without making reference to the scope of the research which sustains it is at the basis of the explanatory power attributed to the theses of reproduction in Latin America (above all if one considers the traditional divorce between our Universities and the art of research). In turn, a reading focussing on research design, must necessarily challenge existing texts on the objectives and the problem unleashed by the work, on the methodological strategy chosen (universe, empirical referents, level of analytical treatment) and about the object ofstudy which results from the whole process. A short reference to this investigation will be useful in demonstrating the type of teacher and school outlined by the theory of reproduction.

"...The fundamental contribution of the school to the reproduction of class differences is firstly an ideological contribution, i.e., the 'legitimation' of the rank differences in social hierarchy"(18). Thus Passeron refers to the central idea which organizes his text "Reproduction".

I stress that in this case, the point is to relate school action to a process which the authors place outside the school,i.e., social differentation, and for this we must enter the domain of sociology. This domain, understood as the link between both instances, will be opened in terms of "symbolic violence" ("the imposition of cultural arbitrariness by an arbitrary power"); of the capacity and function of inculcation, of simultaneous imposition of meaning and of its legitimacy (or dissimulation of the reproductive movement and of its differentiating content).

From a methodological point of view Bourdieu and Passeron opt for constructing a theoretical "model" based on the notion of "system".

Here, the model "designs a *framework of conceptual description* in which a whole series of reproductive and functionally interdependent processes, which are susceptible to beingfound with great regularity in the functioning of school systems, gain by being integrated as they become more intelligible"; while system refers "to the idea of reproduction in time of a state or an equilibrium".

Passeron explains that they, in fact, relate two models. One is the *self reproductive* action of the school and the other the *inter - generation continuity* of the most general structures for the distribution of social inequalities. The "reciprocal strengthening of these two reproductive mechanisms", leads them "to present their mutual accomodation as a quasi -system"(19).

It is of interest to note that concerning the methodological option to construct a systemic model, the authors reconstruct the mechanics of reproduction (and not its social contents), therefore basing themselves on the recurrences of the most general structures which show their continuity in time. Because of the logic involved in the construction of these general and continuous structures and because of level of abstraction they exclude (in full conciousness) the analysis of particular and occasional structures. A different scale, in which from our perspective history introduces discontinuity, gives different significance to the weight of continuous structures and to the force of ruptures. Having explained this exclusion of history, the scope of the statement by Bandieu and Passeron may become clearer in the sense that their propositions ..."refer to all kinds of social formation"(20), understanding by social formation exclusively a "system of *relationships of force* and of *meanings* between groups and classes" (that is to say, a configuration, outlines "devoid" of domination, without subjects or precise historical contents).

As they explain the meaning and scope of their work, the authors say: "The point is to establish what an institution must be in order to be able to produce the institutional conditions for the production of a habitus, at the same time as the ignorance of these conditions. This problem *does not reduce* itself to the merely historic research of the conditions of appearance of a particular Educational System...Thus, the efforts of Durkheim to understand... the structures and functioning of the French ES..."-while analyzing the historical and cultural factors linked to its origin- "leads less... to a general theory of the ES than the attempt by Max Weber to *deduce* the *trans-historic* characteristics of the *whole* Church, starting from the functional demands which determine the structure and functioning of any institution oriented towards producing a religious habitus. Only the formulation of the *generic conditions of possibility* of an institutionalized pedagogic action allows giveng full meaning to be research on the social conditions necessary for the realization of these generic conditions"(21).(These and the underlinings that follow are mine).

Ten years after this text, Passeron reiterates to his critics the theoretical function of the model -contributor to the Weverian ideal types- as well as his methodological autonomy. "... It has not been understood that the theoretical function of description of a historical reality is carried out *within the limits* of the *hypotesis* of *construction of the model.* The methodological autonomy of the relationships between "school action" and "reproduction of social differentiation", which permits the construction of these relationships within systems... must not make us forget that the system of reproduction has an 'outside', or, in other words, that its *systematic perfection* is only obtained after the transition to a limit point". This analysis of the school, therefore, "does not exclude, but rather needs the analysis of what is *outside the model,* that is to say, the *social history* of school and the history of class relationships".

Although Baudelot and Establet challenge some concepts of the authors of "Reproduction", their text about "The capitalist school" (22) is rooted in this logic. At the same time, they characterize school according to the Althusserian conceptualization of the "ideological State apparatus" and as such, as necessary terrain for class struggle. This work, which acknowledges clear political motivations, concentrates, nevertheless, on the analysis of "some fundamental aspects of the *present functioning* of the capitalist school *in France* ", " as it has existed between 1965 and 1975". In contrast to "Reproduction", this is a study of a particular case, limited in time, with an acknowledgement of the historical (collective) subjects involved - bourgeoisie, proletariat- and of the social contents which they, as classes, put intoplay. This acknowledgement derives from the formulation of the research problem and from the way in which they conceptualize school (as ISA).

This work attempts to show the institutionally classist (bourgeois) nature of school - denied by the institution- wich "contributes to the reproduction of the capitalist relationships of production". Under an appearance of unification, the school in fact socially divides its population. In place of the abstract "power of imposition on *one* kind of cultural arbitrariness", here power and the dominated sectors have their own names, historical localization, they are the protagonists of contradictions, they identify themselves and resist within the framework of French "school form" and at a precise stage in French capitalism. The work, which constitutes an outstanding expression of the reproductionist current, produces nevertheless, a different study object from that constructed by Bourdieu and Passeron. At the same time, their authors did not set out to construct a model nor to postulate the general validity of their theory but to contribute, from their theoretical and political perspective, to the understanding of the stage in France's class struggle. They therefore suggest the need for similar studies in other countries, incorporating the historical and social peculiarities of each.

"School instruction in capitalist America", by Gintis and Bowles (23) constitutes the third pillar of this current. Its authors set out to try and understand the relationship between school structure and *North American* capitalist *economy.* "Any suitable explanation - they maintain- must start from the fact that schools produce workers". The educational system reproduces and gives legitimacy to a pre-existing pattern (in the economy) of the process of training and stratifying the workforce. In consequence, the educational system becomes one of the main reproducive mechanisms of the class structure of society.

Thus, both in the forms of exclusion throughout the system and in the various technical modalities for with it gives training, education conditions styles of personal development and gives shape to consciousness.

"The centre of the process will not be found in the content of the encounter -transfer of information- but *in the form* , i.e., in the social relationships of the educational encouter... which closely correspond to the social relationships of domination, sobordination and motivation found in the economic sphere".

In contrast to the previous analyses, the focus of this one compares the guidelines of institutional organization and examines the psychosocial processes which produce the adequate kind of worker for the needs of capital within school *structure* . "The correspondence between social relationships at school and social relations at work *explains* -say our authors- the capacity of the educational system to reproduce the workforce".

The principle of correspondence between institutional patterns of behaviour becomes the methodological support of the whole argument of the work and this explanation thus is often presented as causal explanation. The weight of the North American scientific and social tradition makes itself felt in the structure of the study, in the notably functionalist theoretical and methodological analysis of the information and, above all, in the impossibility of integrating -despite the authors' intentions- the historical movement within which the educational system is formed. The object of study which results from this work is also different to preceding ones.

I have pointed out ithe most relevant features of these three works as regards my objective. Each one of them merits a more complete discussion as well as a more profound and particular critique (24). This is not the moment. It is, however, the point at which to acknowledge that this theory opens up valuable paths for the understanding of one of the structural movements of the system, in particular that which tends to its reproduction. I think, however, that we risk making this tendency sterile if, as has happened so far, we attribute to it the value of an absolute law for school systems and the schools of all capitalist formations, outside specific national and regional histories.

What can we say about this proposal from the point of view of our interest in grasping the school and its subjects within their daily activities?

In this tradition school derives from studies with a scale of analysis which focuses, in fact, on the educational system and its social function. Just as functionalism, by supposing that school is neutral, stresses the selecting and differentiating function of social roles and confirms the correspondence between success and failure at school and social extraction, the critical currrents -working on the same sources used by functionalism offered and organized by the system- adopt the perspective of domination. This does not offer substantial differences for the study of daily school life within the limits of the school. Whilst functionalism supposes social stratification as natural and the differentiating action of school as legitimate, the reproduction ist version discovers in this selection one of the mechanisms through which the dominant classes ensure the subordinate destiny of the dominated classes. *Scale of system and axis* represent important differences with our starting points.

The emphasis on domination outlines, in turn, only one of the instances at play in the whole class relationship. The focus has to be adjusted once more, however, when from this analysis of power emphasis is placed on the pursuit of *rationality* with which the educational system seeks to shape the aims assigned it by the State onto an organization and a dynamic of ideal functioning. By adopting the perspective of the rationality of power, it does not appear strange, because of everything it excludes, that a consistent coherence appears between the various hierarchies and organizational forms of the system, as well as in its results.

At the opposite pole, attention to daily life emphasizes the amibit *for* which this rationality exists, the place where it becomes real or *shows itself to be non-viable;* where it co-exists with *other* rationalities; attempts to gain hold of the conditions of historical materiality-traditionally not documented - in which the educational institution exists. From here it will attempt to discover the variable forces and the discontinuous limits of that technical and political rationality which gives shape to the school.

From a methodological point of view, it is also relatively coherent, within the perspective of domination, that the analysis in question is supported mainly on information which the very system offers about itself, according to its own operational needs -this is not in itself questionable, depending on what is seeks to explain. Thus, the empirical basis, the data, the observable data, come from *documentary* information which we might group into two types:

a) prescribed documentation, which goes from the official definition of the school functions, teacher's functions and tasks, to the formulation of the curricula, with their aims, contents, forms of evaluation, etc., and

b) statistical (or factual) documentation refering to the existence and distribution of elements of interest (number of teachers, pupils, etc.) and to the results of the passage of pupils through the school (number of passes, failures, distribution by modalities, etc.), as well as analyses resulting from other kinds of research, also oriented towards the functioning of the *system*.

About this information -generally produced with classical and careful sociological instruments- the reproductionist discourse seems to refer to the "total reality" of the school. It tends also to show itself -and above all to be interpreted- as a reconstruction of real *processes* , both at the level of system structure and of micro-school dynamics. It is particularly at this level where doubts about content and forms of the empirical investigation on which it is based become legitimate. Indeed, this kind of investigation extracts from the internal dynamics of the school only information pertinent to the tendencies analyzed at the structural level. From this one "descends" to the school in order to localize those aspects which support any one of its characteristics. Such an operation is unobjectionable, given the aims of these investigations, but it does not permit the formulation of generalizations about *the school* . To do this it would be necessary to use a different theoretical and methodological approach (at least a more comprehensive one).

The complex and even contradictory school dynamic using the focus of analysis, is placed on another scale of reality to that of the system and obeys other kinds of determinations. In it, reproductionist tendencies appear alongside others and they do not necessarily define school daily existence.

About this incursion -in our view biased- into the world of school, the theory of reproduction incorporates into its discourse, starting from documental information, elements which refer to forms of transmission and to teaching contents. This is a significant fact distinguishing it from other systemic studies. It thus gives a greater credibility to the derivation of conclusions for the school scale. The inclusion of the currriculum, exams and the forms of interaction -albeit deduced or formally defined- produces the illusion of an approach to the daily domain pertaining to the "individual school" scale.

A logical chain leads theoreticians of reproduction an their followers to the implicit statement that all that is written in programmes is transmitted, that is to say that the formal curricular discourse is identical to actual teaching. It is also suggested that all that teachers may express -in surveys- about their practice is the same as what they actually do. It is furthes assumed that all that is taught is learnt, that there is a close relationship between teaching and learning and this is the basis of school success. One may go even further and conclude that ideological inculcation triumphs massively in those who manage to go through all the system's levels and it does not neccesarily triumph -due to marginalization from the grasp of dominant cultural codes- in those who fail. (We should remember that at least in Latin America, vast "non-educated" sectors have served and serve as a sowce of support for many established powers and also that students' movements, both in our continent and in advanced capitalist countries, have repeatedly challenged the existing social order).

The subjects of our interest, teachers and students, are trapped in this oily chain. Teachers, unconsciously in the best of cases (remember Althusser's apology...) are the aseptic mouthpieces of dominant ideology without any alternative but to confront the group of students who come from the subordinate classes. The students, in their turn, find themselves in the dilemma of either internalizing a class discourse, which hides the relationships of domination, or failing and being destined by the school to occupy a place in production which will condemn them forever to "nonculture".

From the compact deductive exercise carried out by reproduction, one is left with the impression of being before a "total" study of "the educational function", which spans from the feedbacking movement of the social division of labour (for non-Latin American societies) to the most basic resources with which socially differentiated results are prepared in the classroom. The indistinct use of the term school to designate the system and the schooling unit actually defines this movement. When we look for the teacher within this framework, we may only expect to find a sort of diligent operator in on efficient production line; a minute character in school life, or an executor homogenized by the dominant ideology.

With respect to the school, reconstructed from official parameters of organization and failures, one is left with the impression that the "internal processes" which constitute it have been revealed. And hence one is left with no alternative but to characterize it -and disqualify it- in block as an inevitable reproductive "apparatus" of State ideology.

The absolute power of the dominant classes, supposed by this theory, presents the subordinate classes in a position of total passivity, as fatal victims of current domination, with no active role nor any interest of its own in seeking and defending schooling (25). The impressive logical apparatus which sustains it, although open to discussion at a theoretical level, luckily shows its fissures shortly after setting out to examine the daily life of our schools.

NOTES

1.- E. Rockwell: *Etnografía y Teoría en la Investigación Educativa*. México, DIE, 1980.

2.- E. Rockwell, J. Ezpeleta: "La escuela, relato de un proceso de construcción inconcluso". *Revista Colombiana de Educación*. Nº12, 2º semestre, 1983, Bogotá, Centro de Investigación Pedagógica, Universidad Pedagógica.

3.- We have take the concept of scale as an important methodological precision from Roland García: *Sistema alimentario y sociedad*, México, UAM-UNRISD, 1982.

4.- See Agnes Heller: *Sociología de la vida cotidiana*, Barcelona, Península, 1977.

5.- P. Berger and T. Luckmann: *La construcción social de la realidad*, Buenos Aires, Amorrortu, 1968.

6.- E. Rockwell, J. Ezpeleta: Op. Cit.

7.- An important point of support for the theoretical construction of this subject is Heller's conceptualization of "particular man" and "individual". These categories, however, are too problematic to be adopted and refered to the analysis of empirical material. See A. Heller: Op. Cit.

8.- E. Rockwell, J. Ezpeleta: Op. cit.

9.- Besides several partial analyses of field material there are three master theses produced by the aforementioned project. Under the form of ethnographic descriptions, they have dealt with particular processes of school life. They are: *La educación primaria gratuita: una lucha popular cotidana*, by Ruth Mercado (DIE, 1985); *Los maestros y su sindicato, relaciones y procesos cotidianos*, by Etelvina Sandoval (DIE, 1985), and *El trabajo de los maestros, una construcción cotidiana*, by Citlali Aguilar (DIE,1986).

10.- The procession of great pedagogues shown in pedagogical studies systematically fails to place them in the context of power alternatives, of opposing conceptions of society. In consequence, some theories have taker root and achieved social force, while others, the losers in history, have had to accept an existence limited to the academic circuit. University teaching often avoids this kind of precision, implicitly giving the same weight to all proposals.

11.- In order to prove this, it should be sufficient to go through the great thinkers of the history of pedagogy. Aouple of works that synthesize some proposals for an exercise in analysis are: Jesús Palacios: *La cuestión escolar*, Barcelona, Laia, 1978 and others in: *15 personajes en busca de otra escuela*, Barcelona, Cuadernos de Pedagogía - Laia, 1984.

12.- In the search for theoretical support we have not gone more deeply into one of the contributions of social psychology which might apparently be considered close to it. This is the French current of "institutional analysis". Its focus on in the psychological base of the institutional processes removes it from our interest in re-constructing daily life processes of a social nature.

13.- *Harvard Education Review*. Nº4, vol.29, 1959, pp.297-318.

14.- The superposition of numerous categories in social sciences and State bureaucracy is usual. "The classical concepts of the educational institution...aims, objectives, hierarchical organization...are the implicit common background both in planning and in a large number of research works which do not see any difficulty in converting...official classification into their own sample frameworks, in taking as "data" information gathered by the system through its own mechanisms and categories or in accepting as parameters those proposed by the system. E. Rockwell, J. Ezpeleta, Op. cit., 1983.

15.- The ideas about the concept of role were developed in: J. Ezpeleta: "Notas sobre Pesquiza Participante e Construcao Teorica", *Em Aberto* Nº20, Brasilia, apr. 1984. Here I note, also, that conducts which do not conform to institutional norms receive a negative definition from positivism, viz., *"anomia"*, culture shock, conflict. These categories show the positivist impossibility of integrating other non-institutional norms to its theoretical body. Such norms are at the same time so real that in certain historical circumstances they usually make institutions change.

16.- P. Berger and T. Luckmann: Op. cit.

17.- We refer to the now classical works of Bourdieu and Passeron, Baudelot and Establet, Gintis and Bowles, as well as to the theoreticians, in particular to Althusser on the Ideological State Apparatus. Some works by Vasconi illustrate the repercussion of this current in Latin America.

18.- J. C. Passeron: "La teoría de la reproducción social como una teoría del cambio: una evaluación crítica del concepto de contradición interna", in *Estudios Sociológicos* Nº3, El Colegio de México, Sept.-Dec.1983.

19.- Ibid.

20.- P. Bourdieu and J. C. Passeron: *La Reproducción, elementos para una teoría del sistema de enseñanza*. Barcelon, Laia, 1977.

21.- J. C. Passeron, Op. cit., 1983. The parenthesis introduced into the quote is my own, convinced that it is close to the meaning developed by the argument in the article.

22.- Ch. Baudelot and R. Establet: *La escuela capitalista*, México, Siglo XXI, 1975.

23.- S. Bowles and H. Gintis: *La instrucción escolar en América capitalista*. México, Siglo XXI, 1981.

24.- Several authors have discussed diverse aspects of the theory of reproduction. Among those who set out the problems from a Latin American perspective the following may be consulted: J.C. Tedesco: "Os paradigmas da Pesquisa Educacional na America Latina", in *Em aberto*, Nº20, Brasilia, INEP, apr., 1984 and "El reproductivismo educativo y los sectores populares en América Latina", in *Revista Colombiana de Educación* Nº12, Bogotá, UPN, 1er. sem., 1983; Guiomar Namo de Mello: *Magisterio de 1º grau*: da competencia técnica au compromisso político. Sao Paulo, Cortez-Autores Associados, 1982. In turn, several works by Germán Rama refer to an implicit discussion with the theory of reproduction.

25.- See: J. Ezpeleta and E. Rockwell: "Escuela y Clases Subalternas" in *Cuadernos Políticos*, Nº37, México, ERA, Jul-sep. 1983 and R. Mercado: *La escuela primaria gratuita, una lucha popular cotidiana*. Tesis de Maestría, México, DIE, 1985. I have news of a study carried out in FLACSO, Buenos Aires, by C. Bersotti and C. Braslawsky about survival strategies at school developed by lower class sectors. I do not have the bibliographic reference.

26.- In the aforementioned article, Passeron offers an explanation of the absence of categories referring to change and history in his model. Open to discussion in itself, this answer does not even touch, because of an explicit theoretical option, the problem of history at the daily level which concerns us.

27. The search for this subject category does not attempt to grasp the variety of personal histories. These are of partial interest as a way of seeking recurrences and dominant determinations. Besides they are variable according to place and historical period.

OREALC ACTIVITIES

REGIONAL NETWORK FOR TRAINING, INNOVATION AND RESEARCH IN THE FIELDS OF PLANNING AND ADMINISTRATION FOR BASIC EDUCATION AND ADULT EDUCATION PROGRAMMES - REPLAD

Set of Multimedia Materials for Training Local Level Education Planners, Administrators and Supervisors.

As result of combined efforts by OREALC/UNESCO SECAB, SENA and the Spanish Government in support of the Major Project in the Field of Education for Latin America and the Caribbean, a set of pamphlets and tape recordings (cassettes) are being distributed through the REPLAD Network for use in distance training, training in groups, or de mixed approaches combining both of these methods.

The objetives of these materials are to facilitate the programming of activities which allow local administrators and supervisors to engage in a process of self-education away from the training centre, and to provide the information necessary to encourage these professionals to participate in the programmes organized by their National Training Network.

The aim is to establish systematic processes of seld-education based on subjects and problems related to the management of education. The intention is not provide recipes for action but to encourage participation.

The set of materials is divided into a series of 8 modules, each of which is made up of a number of Learning Units which look at issues related to local level administration of basic education and literacy programmes.

Education of educators in the planning and administration of education

Between October and December 1986 a regional Study Tour was made of activities aimed at providing training for teachers in the planning and administration of education. The Study Tour involved visits to organizations and agencies in Brazil, Colombia, Costa Rica, Chile, Mexico, Peru and Venezuela, and its objectives was to contribute to the efforts of members of the REPLAD Network to make full use of the potencial of their personnel in this specific area.

It also sought to collaborate in identifying the needs of national institutions in terms of training for educators in the planning and adminstration of education and to help to assess their operational capacity in relation to the level of coverage required, the availability of teachers, phisycal resources and other related aspects.

This Study Tour is one of the activities sponsored by OREALC and the International Institute for Educational Planning and Administration for the purpose of organizing activities to train educators, thus complementing the training undertaken by the REPLAD Network.

The Regional REPLAD Network: an innovative strategy for training Educational Administrators

This is the title of a book by Dr. Jorge Jimenez E.

which has just been published and which provides an exhaustive analysis of all the documentation which exists on the Major Project in the Field of Education for Latin America and the Caribbean.

This book is an important reference document for anyone who is interested in the perpectives for horizontal cooperation in the sphere of educational planning and administration.

The book was published with the support of the Centre for Educational Administration of the University of Concepcion (Chile).

Summary of the activities related to the training of Education Workers carried out in the framework of REPLAD July 1984 - May 1986

Country	Number of events	Days worked	Number of participants
1. Bolivia	13	79	503
2. Colombia	4	23	185
3. Costa Rica	5	19	448
4. Ecuador	6	25	272
5. Honduras	2	12	105
6. Nicaragua	2	10	124
7. Panama	2	7	79
8. Peru	9	49	246
9. Dominican Republic	9	18	487
Totals	52	242	2.449

Average number of participants per event: 47.1
Average length of events: 4.6 days

Seminar-workschop on research into factors affecting continuation and/or abandonment of literacy programmes (Monterrey, Mexico, 11-15 August 1986)

The University of Monterrey, in collaboration with UNESCO's Regional Education Office for Latin America and the Caribbean (OREALC) and as a contribution to the activities of the Regional Network for Training, Innovation and Research in the Planning and Administration of Basic Education and Literacy Programmes (REPLAD), organized a Seminar-Workshop, in which the results obtained so far from research projects into factors contributing to abandonment or continuation in the following programmes were analyzed: the Literacy Programmes of Honduras (PLANALFA); Special Programme for Education in Citizenship (PEEC) in the Dominican Republic; and the National Service for Literacy and Popular Education (SENALEP) in Bolivia Studies made in Mexico on the same subject were also analyzed.

The Seminar-Workshop had the following objectives:

- To present preliminary reports on the research carried out into abandonment in the Literacy Programmes of the countries referred to above, in order to assess the state of advance of these Projects.
- To make the Seminar-Workshop a shared training experience.
- To make progress in relation to the preparation of the Final Report on the research.
- To create conditions for an exchange of experiences in terms of findings and the use of different research methods.

The University of Monterrey's Programme for Educational Research and Development was responsible for the technical co-ordination of the event. The Seminar-Workshop was held at the central campus of the University of Monterrey, in Monterrey, Nueva Leon, Mexico, from August 11 - 15, 1986.

The Seminar-Workshop was attended by the co-ordinator of the reseach projects in Bolivia, Honduras and the Dominican Republic, as well as representatives of the Mexican Secretariat of Public Education, who contributed by describing research experiences similar to those being carried out by the REPLAD Network. The technical team of the Programme for Educational Research and Development of the University of Monterrey and specialist from OREALC also participated.

Development of the Seminar-Workshop

The participants adopted the following analytic structure as a guide for their work:

1. Description of the methodology used ("Processes", "Moments" or "Phases" in the research process)

- Components and sequence (diagram)
- Obstacles - Facilitating factors
- Good aspects
- Errors
- State of advance (what has been achieved - what is planned)

2. Analysis of factors and discrepancies

- Systematization of information on the basic analytic structure.
- Identification of endogenous and exogenous factors contributing to continuation in programmes
- Identification of endogenous and exogenous factors contributing to abandonment.
- Analysis of basic discrepancies and possible interpretations.

3. Perspectives for research work

-Key decisions arising out of the findings of the research.

-Possible strategies for encouraging the use of the findings in decision-making.

-Identificacion of aspects which could be especially significant for regional co-operation.

The analytical structure used made it possible to identify and analyze the state of advance of research in the different countries. At the same time it allowed progress to be made in research and in visualizing how research will develop in the future.

As a result of the Seminar-Workshop it was possible to establish what specific aspects need to be improved in the research projects which are being carried out. In particular, the advantages were seen of adopting strategies involving the collection and analysis of data provided by different relevant sources; of using intensive processes to validate instruments; and in particular, of developing research simultaneously in different countries, so as to facilitate a joint discussion of educational processes.

An analysis of the research experiences in progress makes it possible to begin to distinguish certain characteristics of the programmes, the detailed analysis of which could contribute to a definition of the factors and specific strategies which might encourage permanence in literacy activities. Some of these characteristics, which have been identified through the research processes referred to, are:

-In relation to the Programmes global strategies:

* Link between programmes and social and productive organizations;

* Probability that the subjects learnt will be used in the future;

* Favourable attitude of the student's family towards his/her participation in Literacy Programmes;

* Existence of support from public opinion;

* Effective logistic support.

-In relation to the literacy workers:

*Length of training and the potential of this training for being applied in practice;

* Possibility of technical support and in-service training;

* Real possibilities of using training materials, teaching aids and manuals;

*Worker belongs to the same community as his/her students;

* Degree of continuity of literacy worker and his/her stability as a literacy worker;

* Level of motivation and encouragement for his/her commitment to literacy activities;

* Degree of acceptance and personal esteem of students for the literacy worker.

-In relation to the learning process:

* Degree to which learning is associated with the solution of specific problems bound up with the student's situation of marginalization;

* Degree of relevance of the contents of the teaching materials to the socio-cultural context;

*Ease of perception and understanding of the codes and images that are used explicitly or implicitly in the materials;

* Potential of the materials and methodology of work to motivate, active participation, to encourage group work and link up with the student's interests.

* Association with forms of recreation and amusement and with social and cultural activities.

-In relation to the characteristics of the student:

* Degree of perception of the concrete need for literacy in terms of its future usefulness

* Regular availability of time to participate in educational activities;

* Possibilities of appreciating achievements and progress in the learning process;

* Possibilities of observing with his/her own eyes the value of the subjects learnt in improving living conditions.

Suggestions and recommendations derived from the event

In relation to the use of the findings of research, the following points were agreed:

* To suggest to the countries participating in the research that they organize national workshops for the purpose of publicising the findings.

* To recommend that the product of the research, both in terms of methodological aspects and the findings obtained, be communicated to the advisor, facilitators, literacy workers and students involved in the research project, making this experience an activity of a participative nature.

* It was also agreed that the countries participating should present the results of the research in the next Regional Meeting of REPLAD which will be held in Costa Rica between November 3 - 7, 1986, so that the Network's institutional members are provided with detailed information about this experience of horizontal co-operation.

* It was suggested that it would be useful to extend this method of research so that more countries can participate in this kind of project in the framework of horizontal co-operation; given that these projects are not only valuable in terms of the research as such and its findings, but also as a methodological strategy for training, they may have a positive impact on the work of professional staff involved in adult education. Finally, the national working groups, taking into account the feedback provided by the University's technical team, will prepare their Final Reports, sending one copy to the University and the other to OREALC. Each of the reports will contain a clear explanation of the methodology used and an analysis of the factors associated with continuation or abandonment.

REGIONAL NETWORK FOR THE TRAINING OF STAFF AND SPECIFIC GROUPS IN LITERACY AND ADULT EDUCATION PROGRAMMES - REDALF

Colombia

Within the framework of the Plan of Action of the Regional Network for Training and Specific Support for Literacy and Adult Education Programmes (REDALF), the National University of Pedagogy of Bogota plans to hold a National Meeting on Adult Education in January 1987.

The objectives of this Meeting will be to analyze the principles of Adult Education policy, to put forward proposals for an Organic Statute and to create the conditions for an exchange and systematization of experiences at the local, regional and national levels, a further step towards the constitution of a

National Literacy Network.

Before the National Meerting, day-schools will be held at the regional and local level, with the country being divided into the following geographic areas: Centre, East, Coast, San Andres and Providencia, South-West, and National Territories.

The National University of Pedagogy of Bogota has itself published REDALF's First Information Bulletin which is a means of communication and integration that contributes to strengthening the commitment of the Motivation Group and to publicising REDALF's objectives and perspectives.

Venezuela

Last September the National Directorate of Adult Education of the Ministry of Education of Venezuela organized a Workshop for the purpose of making progress towards the constitution of a National REDALF. Public and non-governmental institutions, as well as Universities directly involved in Adult Education participated in the Workshop, which was held in Caracas.

A permanent working group has been set up within the Directorate of Adult Education which is responsible for co-ordinating all aspects of REDALF's activities.

Prize

The International Reading Association Prize was awarded to Colombia's National Literacy Plan, CAMINA, for the effectiveness of its National Literacy Campaign in 1985, which was denominated National Education Year in Colombia.

Seminar-Workshop on the Evaluation of Venezuela's National Literacy Plan

The 3rd half-yearly Evaluation of the National Literacy Plan, within the framework of the Regional REDALF Network of the Major Project was held from July 14 - 19, 1986 in the city of San Carlos, Cojedes, and involved the participation of representatives responsible for implementing the Plan in the different states in the country, and members of the National Literacy Commission.

During the Seminar-Workshop activities and tasks to be carried out in each state to achieve the Plan's targets were proposed.

The 4th half-yearly Evaluation will be held in November in the city of Barquisimeto. In this Evauation the progress and main problems of the Plan found at the national, state and zonal levels in the period July - December 1986 will be analyzed.

Uruguay enters REDALF

The Ministry of Education and Culture designated the Department of Adult Education of the National Council for Primary Education as a member of the Regional Network for Training and Specific Support for Literacy and Adult Education Programmes (REDALF).

Professor Eriberto Gesto, Inspector of Primary Level Adult Education, was named as the representative to the coordination of this Network, with Inspector Barcel Rodas Agustins de Martinez Indart as his substitute.

Study tour carried out within the framework of REDALF on the education of adult workers and peasants in Cuba

A concrete example of horizontal co-operation in the context of REDALF was the study tour to Havana, Cuba from September 19 - 26, 1986 which looked at the Cuban experience of providing education for workers and peasants. This study tour was organized by the General Directorate of Adult Education of the Cuban Ministry of Education, and UNESCO.

The objectives of the activity were:

a) To make an intensive study of the development of adult education in Cuba, looking at the different alternatives adopted, with special emphasis on the examination of education for workers and peasants and secondary education for these sectors.

b) To introduce a new method of horizontal co-operation in the context of the aims and activities of REDALF and the Major Project in the Field of Education for Latin America and the Caribbean.

The methodology used was based on presentations and discussions about central aspects of the different forms of education for workers and peasants found in the country: schools for workers and peasants (EOC), secondary schools for workers and peasants (SOC) and faculties for workers and peasants (FOC); and also on direct observation of activities in the field, conversations with teachers and adults participating in these activities and the study and analysis of complementary printed materials.

Ten representatives of the following member institutions of REDALF went on the study tour: Popular Literacy and Education Service (SENALEP) of Bolivia, EDUCAR Foundation from Brazil, the Bogota University of Pedagogy in Colombia, National Institute of Adult Education (INEA) from Mexico, General Directorate of Adult Education from Peru, the Department of Adult Education of the Uruguayan Council for Primary Education, the Venezuelan Directorate of Adult Education, the Latin American Council for Adult Education (CEAAL) and the Latin American Regional Centre for Adult Education and Functional Literacy (CREFAL).

At the end of the programme, individual evaluations were made which underlined the value of this activity, the exchange of experiences which had been produced, and the need to organize similar tours to other countries and institutions participating in REDALF.

Regional technical seminar on alternatives for adult basic education

(Colonia Tovar, Venezuela, 25 September - 3 October)

This seminar was held in accordance with the Annual Plan of Activities of the Regional Network for the Training of Staff and Specific Support for Literacy and Adult Education Programmes (REDALF) adopted by the Network's member institutions.

OREALC organized this meeting with cooperation from the Venezuelan Ministry of Education, with the following objectives being defined: to analyze the main experiences of an innovative nature and to put forward proposals for alternative strategies to be undertaken by official programmes for adult basic education (ABE).

The event involved the participation of regional specialists and technical staff from the following agencies: the Directorate of Adult Education of the Venezuelan Ministry of Education, the general Council for Education of La Rioja (Argentina), the EDUCAR and Chagas Foundations from Brazil, the National University of Pedagogy of Bogota and the Laubach Centre from Colombia, the National Directorate of Adult Education from Cuba, the Centre for Research and Development of Education from Chile, the National Institute for Adult Education and CREFAL from Mexico, the National Ports Company from Peru, and the Uruguayan National Adult Education Inspectorate.

The presentation and analysis of a basic document and the experiences of the governmental and non-governmental organizations participating provided information to support the proposals made in the meeting in relation to four main thematic areas: the concept of ABE, study programmes and methodologies for learning, relevant problems for research into ABE and the workers involved in adult basic education.

Guatemala International Literacy Day

Last September 8th was celebrated as International Literacy Day with a Round Table discussion and subsequent debate in which 250 people participated, in Guatemala City, Guatemala.

During this event, which was held in the Teatro de Camara in Guatemala City, the speakers focussed on the existence of illiteracy and the new Literacy Law introduced in Guatemala.

During the discussion it was stressed that Latin America still has a serious literacy problem, given that 162 million adults (20.3% of the total) cannot write or read.

It was argued that the need to increase literacy has become a renovating force which involves thousands of people. In this sense, it was emphasized that the Major Project in the Field of Education has made significant progress in literacy, and in the creation of a collective awareness of a need to democratize education.

However, it was stressed that despite the progress made, significant limitations still exist on the ability to deal with this problem, such as the lack of mechanisms for follow-up and post-literacy which could be created by providing universal basic education and developing effective policies to deal with school abandonment and repetition.

Prize awarded by UNESCO

In a brief and emotive ceremony on September 24, 1986 in Havana, Cuba, Dr. Vicentina Antuna, the representative of the Cuban Commission for UNESCO, presented the Irak Prize, with an Honourable Mention, to the staff responsible for Adult Education in the Cuban Fishing Fleet.

REGIONAL NETWORK FOR THE EDUCATION, TRAINING AND ADVANCED TRAINING OF EDUCATION WORKERS - PICPEMCE

During the second half of 1986 further progress has been made in consolidating the activities of the PICPEMCE Network at the national level.

It is useful to provide some information on this work, as a tool for analysis of the work being carried out in other fields in the region. Here we give a summary of these activities:

Bolivia

The designation of the General Directorate of Educational Planning as the institutional Focal Point has provided a solid basis for setting up the national PICPEMCE Network.

In order to respond to the most urgent needs, the General Directorate identified as its immediate priority for the 1986-1987 period the design and introduction of a National System for Training and Improving Staff in the Educational Sector. Clearly-defined objectives, structures, functions and activities were established for the ongoing up-dating of the training of practising teachers, thus guaranteeing an adequate grounding in the technical, teaching and administrative spheres.

Among the most important activities planned is the diagnosis of the education and training provided in urban and rural teacher training centres.

Costa Rica

In PICPEMCE's report evaluating the period between August 1985 and August 1986, the Teacher Training School emphasizes the efforts which have been made in the country in relation to professional training.

The following activities should be seen in this context:

- Seminar on Participative Methodology, as a PICPEMCE activity. This was coordinated by the Latin America Institute for Educational Communication and lasted for a week (in October 1985).
- Seminar on Participative Methodology held in the Teacher Training School in december 1985. Teachers from Training Centres in different parts of the country participated, and the Seminar lasted for one week.
- "Practical course on how to introduce a curriculum adapted to local needs", using distance-learning methodology, teaching modules and units and teaching aids. This course, which will be held in the second half of the 1986 academic year, will take place both at the central campus of the Teacher Training School, where it will involved 25 participants, and in the area of San Carlos (in the north of the country) where two groups of teachers -a total of 60 people- will participate.
- Research into "In-service training for teachers working in schools in marginal urban areas".

In general, initiatives contributing to consolidate a National System for Ongoing Teacher Training have multiplied.

The report emphasizes that in the period referred to the Teacher Training School received six students from DINACARED, an organism which is part of the Ecuadorean Ministry of Education, who were able to study the different activities being carried out in the country in relation to teacher training.

Colombia

The Division for Co-ordinating Pilot Experimental Centres of the National Ministry of Education -the focal point of the PICPEMCE Network- is the agency which establishes policy on aspects of teacher training for the entire country. It carries out its work through 33 Pilot Experimental Centres, one existing in every department, district and commissariat.

Through the Network, other organisms belonging to the Ministry of Education have been involved in training activities. To make this possible, 8 workshops were organized between August 1985 and August 1986 in different parts of the country, these being co-ordinated by the General Directorate for the Administration and Inspection of Education.

These meetings were called "Worshop in Educational Leadership" and their aim was to encourage teachers to participate in and promote processes for updating the curriculum. They sought, moreover, to create multiplying factors to guarantee that educational innovations are put into practice at the regional level.

The directors of public and private establishments, head teachers and directors of training colleges from all over the country took part in the meetings. A total of 1,354 teachers participated.

An International Seminar on Training through Micro-Centres and Demonstrational Schools was also held. 70 people attended this Seminar, among, these delegations from six countries and representatives from all the different zones of Colombia. The Seminar was held between September 14 - 20, 1986 in Paipa.

Other activities which should be mentioned are:

- Organization of Resource Centres in the CEPs, as units to assist in the decentralization of training;
- Organization of advanced studies to obtain post-graduate degrees, in co-ordination with a number of universities; these are intended for graduates working in the CEPs and in isolated areas;
- Systematization of information on micro-centres and demonstrational schools in order to make this information more accessible and easy to use.

As a result of the work of the PICPEMCE Network, and the commitment of 7 universities to it, the first issue was published of the Information Bulletin of the Faculties of Education in the south-west of the country. The title of this bulletin is "Educational Integration" and its aim is to publicise the activities being carried out by each of the Faculties in the fields of teaching, extension work and research, in order to allow an exchange of experiences.

This initiative involves the Universities del Valle, Surcolombiana, Tecnologica de Pereira, Quindio, Caldas, Narino and Tolima.

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1. Brahm, Luis (y otro). *La investigación en educación en América Latina y el Caribe en relación con los objetivos y Prioridades del Proyecto Principal* de Educación, por Luis Brahm, Juan E. García Huidobro, Gonzalo Gutiérrez y Ernesto Schiefelbein. Santiago, Chile, OREALC, 1986.

2. Brodber, Erna. *Rural-urban migration and the Jaimaican child.* Santiago, Chile, OREALC, 1986. 37 p. (PICPEMCE- Technical Documents Nº5).

3. Calvo, Gilberto. *Guía para proyectos de educación preescolar de comunidad.* Santiago, Chile, OREALC, 1986.

4. Calvo, Gilberto. *¿Por qué un jardín infantil ? Manual para padres.* Santiago, Chile, OREALC, 1986. 7 p.

5. Calvo, Gilberto. *Rayito de sol cuenta su experiencia. Manual de capacitación del educador preescolar de comunidad.* Santiago, Chile, OREALC, 1986.

6. Castillo, Gabriel. *Estudio sobre la situación de la orientación educacional y profesional en América Latina y el Caribe.* Santiago, Chile, OREALC, 1986. (Serie Educacional Técnica y Profesional).

7. Kotliarenko, María Angélica (y otro) *Gestión de un proyecto de la institución a la comunidad; evaluación de un proceso de transferencia, por* M. A. Kotliarenco e Isabel Undurraga. Santiago, Chile, OREALC,1986. (PICPEMCE-Documentos técnicos Nº4).

8. Maestro, Gioia. *Bibliografía anotada sobre educación polivalente.* Santiago, Chile, OREALC, 1986. (REDALF, Serie bibliográfica, Nº1.

9. Seminario sobre políticas y estrategias educativo-culturales con poblaciones indígenas, Lima, Perú 13-19 noviembre 1985. *Informe.* Santiago, Chile, OREALC, 1986.

10. Unesco. Regional Education Office for Latin America and the Caribbean. Educación tecnológica del contexto de la educación general (algunas ideas orientadoras). Traslated into spanish by OREALC, this is a document prepared by specialists from Section of UNESCO Paris. Santiago, Chile, OREALC, 1986. 49 p. (Serie Educación Técnica y Profesional. Documento de Trabajo).

11. Velasco B. Carlos R. *Red Regional REPLAD. Actividades realizadas 1985-1986 Sugerencias sobre evaluación.* Santiago, Chile, OREALC, 1986.

12. Zavaleta, Esther de. *Aportes para una pedagogía de la paz.* Santiago, Chile, Unesco-OREALC, 1986.

In order that this periodic publication may reflect in as complete and timely manner as possible the initiatives and activities carried out by each and all the countries of the region in relation to the Major Project in the Field of Education in the Latin America and Caribbean Region, pertinent official bodies are invited to send to the Unesco Regional Office for Education in Latin America and the Caribbean all information they wish to have published in this Bulletin.

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